1 # 4 Content Standards and Instructional Practices

2 ## Grades Four Through Eight

3 *The stages of learning to read and reading to learn help establish a further stage that*

4 *extends through grade eight. That stage is perhaps best characterized as reading and*

5 *learning for life, during which students begin to grapple with the full and complex range*

6 *of lifelong language and literacy skills.*

7 The standards for grades four through eight are expansive, revealing the important and

8 weighty transitions in knowledge and skills expected of all students after the primary

9 grades. The first significant transition for students occurs when they move from the

10 stage popularly referred to as learning to read in kindergarten through grade three to

11 that of reading to learn in grade four (Kame`ennui, 2001; National Center to Improve the

12 Tools of Educators, 1997). Emphasis on subject-matter reading begins to exert its full

13 force on all students at this stage as they begin to study history–social science and

14 science. The stages of learning to read and reading to learn help establish a further

15 stage that extends through grade eight. That stage is perhaps best characterized as

16 reading and learning for life, during which students begin to grapple with the full and

17 complex range of lifelong language and literacy skills (Biancarosa and Snow, 2004;

18 Snow, 2002).

19   For example, students are expected by the end of the eighth grade to demonstrate

20 command of the following standards: (1) evaluating the unity, coherence, logic, internal

21 consistency, and structural patterns of text; (2) achieving an effective balance between

22 researched information and original ideas; (3) evaluating the credibility of a speaker; (4)

23 presenting detailed evidence, examples, and reasoning to support arguments,

24 differentiating between facts and opinion; and (5) identifying the sequence of activities

25 needed to design a system, operate a tool, or explain the bylaws of an organization.

26 Clearly, the expectations reach far beyond the stages of learning to read and reading to

27 learn to knowing what is important and why. Students will not be able to grasp those

28 important advanced skills and experiences if they are still struggling to decipher the

29 alphabetic writing system (Biancarosa and Snow, 2004; Moats, 2000; Nathan and

30 Stanovich, 1991; National Reading Panel, 2000; Snow, 2002). Therefore, the important

31 transitions to engagement with more complex informational text in print and electronic

32 form should not detract from the continuing importance of ensuring that all students are

33 competent and fluent readers in grades four through eight.

34   A priority in the reading domain for each of the grades in the four through eight cluster

35 is ensuring that students are able to read aloud narrative and expository text fluently

36 and accurately. To do so, students must continue to recognize increasingly complex

37 words accurately and automatically in grade-level-appropriate narrative and expository

38 text ranging from classical literature to on-line information (Ehri, 2002). In addition, they

39 must continue to develop their vocabulary knowledge and skills in more sophisticated

40 ways, such as analyzing idioms, analogies, metaphors, and similes to infer literal and

41 figurative meanings of phrases and understanding historical influences on the meanings

42 of English words (Beck, McKeown and Kucan, 2002). Students must also learn to write

43 clear, coherent, and focused essays and conduct multiple-step information searches as

44 part of the research process, using the learning resources and technology in the library

45 media center and the classroom. In grades five through eight, students extend their

46 writing applications as they compose narrative, expository, persuasive, and descriptive

47 texts of at least 500 to 700 words each. They are expected to use correct conventions in

48 writing as they express their newly found knowledge and understanding and to exhibit

49 increasing sophistication in sentence structure, grammar, punctuation, capitalization,

50 and spelling (Ehri, 2002; Howell and Nolet, 2000).

51 The strands for grades four through eight are the same as those for kindergarten

52 through grade three except for a change of emphasis. The introduction of new

53 emphases, however, does not diminish the importance of some well-established

54 strands, such as word analysis, fluency, and systematic vocabulary development, which

55 continues to be a central strand in grades four through six. This focus recognizes the

56 fundamental importance to reading comprehension of skillful and fluent decoding. *If*

57 *students in grades four through eight are unable to comprehend the complexities of*

58 *narrative and expository text, a highly probable source of the problem is inability to*

59 *decode words accurately and fluently* (Biancarosa and Snow, 2004; Ehri 2002; Nathan

60 and Stanovich, 1991*;* Torgesen, Rashotte, and Alexander, 2001)*.* Therefore, word-

61 recognition activities and fluency practice for students who continue to struggle with the

62 alphabetic writing system continue to be critical in this grade span.

63 A primary focus in grades four through eight is having students learn words and

64 concepts (Beck, McKeown, and Kucan, 2002; Ehri, 2002; Stahl and Nagy, 2000).

65 Students study the origins, derivations, and use of words over time and in different

66 types of text. Although extensive independent reading is the primary means of

67 increasing vocabulary knowledge, many children need direct instruction in word-learning

68 strategies to develop their vocabularies and enhance their ability to learn new words

69 while reading. Because vocabulary knowledge is not acquired genetically or without

70 extensive and sustained engagement with print, the classroom environment, instruction,

71 and extensive opportunities to read are essential.

72 Vocabulary knowledge, which typically doubles during grades four through eight, is a

73 direct result of how much a student reads (Anderson, 1992; Shaywitz, 2003). The more

74 a student reads, the more the vocabulary knowledge increases. For example, students

75 who read one-half million to one million words of running text generally learn

76 approximately 3,000 new words per year. Voracious readers—those who read five

77 million or more words of running text per year—in the middle school years will obviously

78 learn more than 3,000 new words. The goal by the eighth grade is that students

79 independently read one million words of running text annually (see page 176 in this

80 chapter). Therefore, the process and benefits of independent reading must be instilled

81 and reinforced from the fourth grade forward if students are to attain that goal. Ours is

82 an age in which teachers can encourage independent reading through a variety of

83 strategies. Access to outstanding age-appropriate multicultural literature as well as a

84 variety of print and electronic informational materials in school and in public libraries is

85 important for all students, particularly for those who do not have reading material at

86 home.

87 Other standards extended and emphasized in grades four through eight include:

88 • Use of the research process and a variety of learning resources and technologies

89   in the school library, classrooms, the community, and the home as tools and

90   strategies for preparing various types of documents, reports, and presentations

91 • Writing applications in a full range of text structures, including narratives,

92   biographies, autobiographies, short stories, responses to literature, research

93   reports, persuasive compositions, technical documents, and documents related to

94   career development

95 • Speaking applications that require students to deliver well-organized formal

96   presentations employing traditional rhetorical strategies

97 • Literary forms and devices that help to define and clarify an author's ideas,

98   purpose, tone, point of view, and intentions

99   Students who have not become fluent readers by the end of the third grade can and

100   must still be taught to become successful readers. However, the evidence and message

101   are clear: without systematic and explicit instruction in the alphabetic code, little chance

102   exists of their ever catching up (Felton and Pepper, 1995; National Reading Panel,

103   2000; Shaywitz, 2003; Torgesen, Rashotte and Alexander, 2001; Torgesen, 2002).

104   Reasons for students failing to learn to read in the upper elementary school, middle

105   school, and high school grades include the following (Baker, Gersten, and Grossen,

106   2001; Biancarosa and Snow, 2004; Greene, 1998; Higgins, Boone, and Lovitt, 2001):

107   • Instructional materials in grades four and above contain too many unfamiliar words,

108   making the text unmanageable for struggling readers.

109   • Text in grades four and above contains complex word types and phonic elements

110   that exceed learners' current skills.

111   • Word-recognition efforts drain cognitive resources, leaving little for comprehension.

112   • The sentence and text structures are complex (e.g., parenthetical elements,

113   passive voice), making comprehension more difficult.

114   • Teachers of middle school and high school students have often not been taught

115   how to teach students to read.

116   The problems experienced by students in grades four and above who continue to

117   struggle with the alphabetic code are difficult if not impossible to overcome with the

118   traditional curriculum. What is known about students who do not learn to read easily is

119   that they need explicit, carefully designed instruction in the alphabetic code (Ehri, 2002;

120   Kame`ennui and Simmons, 1998; Torgesen, 2002). What differs from the traditional

121   curriculum is that these students no longer have three or four years to learn to read,

122   making the curricular requirements all the more important (Howell and Nolet, 2000;

123   Kame`enui, Carnine, Dixon, Simmons, and Coyne, 2002; Schumaker, Deschler, and

124   McKnight, 2001; Snow, 2002). Some strategic interventions that must be made to alter

125   the learning patterns of students who have not yet learned to read are the following

126   (Baker, Gersten, and Grossen, 2001; Howell and Nolet, 2000; Kame`enui, Carnine,

127   Dixon, Simmons, and Coyne, 2002; Snow, 2002):

128   1. Adopt a program of documented effectiveness that teaches students the

129   fundamentals of systematic decoding and sequentially extends their abilities to read

130   and write more complicated word types and text structures. The early curriculum

131   should include research-based components: phonemic awareness, alphabetic

132   understanding (e.g., letter-sound correspondences); phonological recoding

133   (decoding and encoding); reading accuracy and fluency; vocabulary; and

134   comprehension (Greene, 1998; Torgesen, 2002). The curriculum should progress

135   to more complex word-recognition skills that parallel those described in the

136   *English–Language Arts Content Standards.*

137   2. Administer measures of assessment and assign to students the materials and

138   programs that will enable them to read successfully (with 90 to 95 percent

139   accuracy).

140   3. Design and schedule special instruction to maximize resources. One-on-one

141   instruction by a qualified teacher, although desirable, is often not affordable.

142   Identify small groups of students who are at similar levels of ability and schedule

143   instruction for those groups.

144   4. Schedule a sufficient amount of time for reading instruction and protect that time.

145   Struggling readers in grades four through eight should receive at least two hours of

146   language arts instruction each day.

147   5. Monitor student progress and adjust the instruction and time allocations

148   accordingly.

149   The proficiency of all students in the fundamental areas of reading, including word

150   recognition, fluency, academic language, and comprehension strategies, must be

151   determined. Once students have mastered the code, they may need additional

152   assistance in a number of areas (Baker, Gersten, and Grossen, 2002; Howell and Nolet,

153   2000; Kame`enui, Carnine, Dixon, Simmons, and Coyne, 2002; Snow, 2002). Some

154   who have reading difficulties at these grade levels may have rudimentary skills in word

155   recognition but need practice in developing fluency. Others may be reasonably

156   proficient in word recognition and fluency but need support to develop the vocabulary

157   and background information they need to understand more advanced expository and

158   narrative text. Still others may need explicit instruction in comprehension strategies to

159   help them in their understanding and analysis of text. Many students need

160   encouragement and structures to read independently outside class so that they can

161   strengthen all aspects of their reading development (Baker, Gersten, and Grossen,

162   2001).

163   Students with diagnosed needs in word recognition and fluency will require the most

164   intensive interventions in grades four through eight (Bos and Vaughn, 2002; Foorman

165   and Torgesen, 2001, 2002). However, teachers in self-contained classrooms and

166   content areas can assist in a number of ways those readers who may not require the

167   most intensive interventions but still need to improve their reading ability substantially.

168   They can assist those readers by (1) scheduling opportunities for practice in developing

169   fluency, providing age-appropriate materials that match the students' instructional

170   levels; (2) providing vocabulary and information needed to understand literary readings

171   and textbook chapters; (3) teaching strategies directly for comprehending different

172   forms of text; and (4) organizing opportunities for independent reading both in class and

173   at home.

179

174 # Fourth Grade Standards and Instruction

175 The fourth-grade content standards collectively represent an important transformation

176 for students. When students advance from the third grade to the fourth grade, they

177 make a critical transition from learning to read to reading to learn in subject-matter

178 content. This changeover requires students to be fluent and automatic readers by the

179 end of the third grade so that they are prepared to read and comprehend complex

180 narrative and expository texts in such content areas as history–social science and

181 science. An instructional priority for grades four through six is a continuing focus on

182 ensuring that all students are able to read fluently and accurately. In addition, students

183 are beginning a technological adventure of acquiring a new set of skills, such as basic

184 keyboarding and familiarity with computer terminology.

185   The strands to be emphasized at the fourth-grade level are listed in the adjacent

186 column under the appropriate domain.

187   The following sections profile focus areas within each of the strands and identify

188 content and instructional connections that span domains, strands, and standards.

189 ## Reading

190 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

191 2.0 Reading Comprehension

192 3.0 Literary Response and Analysis

193 ## Writing

194 1.0 Writing Strategies

195 2.0 Writing Applications (Genres and Their Characteristics)

196

197   ## Written and Oral English-Language Conventions

198   1.0 Written and Oral English-Language Conventions

199   ## Listening and Speaking

200   1.0 Listening and Speaking Strategies

201   2.0 Speaking Applications (Genres and Their Characteristics)

202   ## Reading Word Analysis, Fluency, and Systematic Vocabulary Development

203   ## Word Recognition

204   The continuing focus on decoding words fluently and accurately is both appropriate

205   and necessary for the fourth grade. Students unable to decode words automatically will

206   not be able to comprehend grade-appropriate narrative or expository text. Those who

207   are not reading at grade level should receive continued systematic and explicit

208   instruction in decoding, with particular attention being paid to the study of multisyllabic

209   words and unfamiliar technical terminology as well as to systematic practice in reading

210   fluency (Baker, Gersten, and Grossen, 2002; Foorman and Torgesen, 2001; Harn,

211   Kame`enui, and Simmons, in Press; Torgesen, 2002). Every effort should be made to

212   ensure that students who are *not* reading at grade level will:

213   • Receive intensive decoding instruction.

214   • Be placed in small homogeneous groups for language arts instruction.

215   • Be given ample opportunities to practice reading in text designed to reinforce

216   instruction and written at each student's level.

217   • Receive an additional period of reading instruction.

218   • Be offered a research-based reading curriculum.

219   • Be systematically monitored in reading progress throughout the school year.

220   • Be held to a high level of reading performance.

Vocabulary and Concept Development

222   Vocabulary and concept development has broad applications across the domains of

223   reading, writing, and listening and speaking. Although the standards emphasize the use

224   of external context cues at earlier grade levels, emphasis shifts strategically in the fourth

225   grade (and continues through the tenth grade) to the use of internal, morphological,

226   etymological, and historical word cues (Beck, McKeown, and Kucan, 2002). Knowledge

227   of affixes and roots—their meanings and origins—should be limited to the most

228   common (and useful) morphological components; that is, those immediately applicable

229   to the students' current level of vocabulary acquisition.

230   In addition, the standards at this level target synonyms, antonyms, idioms, and words

231   with multiple meanings (the vast majority of nontechnical words in English). Students

232   should be required to use a dictionary and a thesaurus to determine related words and

233   concepts. Instruction in new conceptual knowledge should include clear examples in

234   addition to verbal definitions of words.

235   Extensive independent reading is the primary means for increasing vocabulary

236   knowledge (Beck, McKeown, and Kucan, 2002; Nagy, 1998; Stahl and Shiel, 1999).

237   Students who read more learn more about words and their meanings. Although direct,

238   explicit teaching of word meanings is effective and important, it cannot produce the

239   needed growth in students' vocabulary knowledge that should occur in the fourth grade

240   (Biancarosa and Snow, 2004; Snow, 2002; Stanovich, 2000). Students should be given

241   ample opportunities to read in school and outside school. The teacher should (Baker,

242   Simmons, and Kame`ennui, 1998):

243   • Specify for students a clear purpose for reading.

244   • Establish objectives for each reading activity.

245   • Assess students' independent reading to determine what material they can read.

246   • Target specific vocabulary words to be learned and clarify why they are important.

247   • Hold students accountable for the content of what they read and the unfamiliar but

248   important vocabulary words they read.

249   • Ensure multiple exposure to unfamiliar vocabulary words.

250   • Teach students vocabulary-learning strategies for use during independent reading.

251   **Reading Reading Comprehension**

252   **Structural Features of Informational Materials**

253   The standards focus primarily on the structural features of informational (expository)

254   text. The features of informational discourse emphasized at this level are fundamental:

255   patterns such as compare and contrast; central focus or theme; and use of facts,

256   details, and examples. Many of the fundamentals are incorporated across other text

257   structures and genres at later grade levels. Similarly, narratives that form the focus of

258   literary reading at this level are the object of writing standards as well. The

259   fundamentals of narratives are also emphasized: elements of plot, character traits and

260   motivations, setting, and the interactions between the fundamentals.

261   Because some of the text forms will be new to students in the fourth grade, the

262   structural features of text should be introduced systematically (i.e., from easy text

263   structures to more complex) and judiciously (i.e., a text structure is taught for a

264   substantial amount of time initially to foster understanding rather than for a day here or

265   there). Once taught, text structures should be reviewed cumulatively (Biancarosa and

266   Snow, 2004; Baker, Gersten, and Grossen, 2002; Simmons and Kame`enui, 1998). We

183

267 finally seem to be getting the message that kids learn what they are taught and get to

268 practice. . . The point is simple: When we identify a variable, including a text structure

269 variable, that looks like it might make a difference in comprehension, we ought to adopt

270 a frontal assault strategy when considering its instructional power—teach about it

271 systematically and make certain students have a chance to practice it. (Pearson and

272 Camperell, 1985)

273 ### Text Appropriate to Grade Level

274   The features of reading comprehension in grade-level-appropriate text introduced in

275 the fourth grade are extensions of comprehension instruction at earlier grade levels and

276 include, for example: (1) identifying main idea and significant important details; (2)

277 reading for different purposes; (3) making predictions; (4) distinguishing between fact

278 and opinion and cause and effect; (5) comparing and contrasting information on the

279 same topic; and (6) reading multiple-step directions in technical manuals. In the later

280 grades students are required to apply those skills in more complex tasks and contexts

281 (e.g., using information from a variety of consumer, workplace, or public documents)

282 (Biancarosa and Snow, 2004; Snow, 2002).

283 ### Reading Literary Response and Analysis

284   Students in the fourth grade will continue to learn about fundamental elements of

285 literature that will allow them to appreciate the rich quality and complexity of materials

286 they read. The elements include describing the structural differences between fables,

287 myths, fantasies, legends, and fairy tales as well as defining and identifying simile,

288 metaphor, hyperbole, and personification in literary works. To ensure that students are

289 not overwhelmed or confused by the introduction of the complex range of literary

290 elements specified in the standards, teachers should concentrate on (Simmons and

291 Kame`enui, 1998):

292 • Identifying and introducing the least complex element of literature before the more

293   complex elements

294 • Providing ample opportunities for students to understand, study, and apply the

295   individual elements before testing them on a combination of elements

296 • Ensuring that the literature is not overly complex for the fourth-grade level (e.g.,

297   unfamiliar text structure, high density of unfamiliar vocabulary, complex syntactical

298   structure)

299 • Using literature (e.g., fable, myth, legend) that is of manageable length to allow

300   students to comprehend and understand the target element

301 • Providing explicit and guided instruction during the initial phases of learning and

302   ensure that students are provided with the appropriate instructional supports (e.g.,

303   a think sheet or note sheet for the particular type of text) during initial opportunities

304   for independent reading.

305 The elements of story grammar (e.g., plot, setting, characters, motivation) continue to

306 be a priority.

307 **Writing** **Writing Strategies**

308 Although students continue to use all stages of writing (i.e., prewriting, drafting,

309 revising, editing, postwriting) at this level, the standards specifically address revising

310 and editing. (See the discussion on writing as a process at the beginning of Chapter 3.)

311 They particularly emphasize the importance of revising and editing for coherence and

312 progression by adding, deleting, consolidating, and rearranging text (see the fourth-

313 grade curricular and instructional profile in a later section). Such a standard assumes

314   that students are able to create multiple-paragraph compositions and use traditional

315   structures (e.g., chronological order, cause and effect, similarity and difference) for

316   conveying information. It also assumes that students can select a focus, organizational

317   structure, and point of view based on purpose, audience, and format. Fundamental to

318   students progressing through the stages of writing as a process is their being able to

319   write clear, coherent sentences and construct paragraphs that develop a central idea,

320   focus on a particular audience, and reveal a clear purpose. Students plan their writing

321   by creating outlines and using other organizational techniques. The conventions of

322   written discourse, such as penmanship (i.e., writing fluidly and legibly in cursive or

323   joined italic), continue to be emphasized.

324   A new substrand is research and technology. Research introduces students to a

325   variety of print and electronic reference materials and other sources of information, such

326   as almanacs, newspapers, and periodicals. Students are also expected to demonstrate

327   basic keyboarding skills and familiarity with the basics of computer usage (e.g., cursor,

328   software, memory, disk drive, hard drive).

329   **Writing**   **Writing Applications**

330   Students are expected to demonstrate a command of standard English by writing

331   narratives, responses to literature, information reports, and summaries. In doing so,

332   they are required to illustrate a range of skills, such as using concrete sensory details,

333   supporting judgments, drawing from multiple sources of information, and framing a

334   central question about an issue or situation.

335   Teachers should clarify the linkages between the students' reading and

336   comprehending different types of text structures and composing the same types of

337   texts. During the *initial* stages of instruction for the fourth grade in which students are

338   learning to write narratives, information reports, summaries, or responses to literature,

339   teachers should concentrate on (Kame`enui, Carnine, Dixon, Simmons, and Coyne,

340   2002):

341   • Presenting to students clear, simple, uncluttered models of narratives, information

342   reports, summaries, and responses to literature

343   • Introducing one form of writing at a time

344   • Using prompts, such as a note sheet (i.e., an outline that students use to take

345   notes) when appropriate that identifies the essential elements of the text structure

346   and allows students to record the essential elements of a particular writing form

347   (e.g., narrative) *before* they generate a written example on their own

348   • Introducing simpler forms of writing (e.g., narratives) before introducing more

349   complex forms (e.g., responses to literature)

350   • Presenting a range of examples of a particular form of writing before introducing a

351   new form

352   • Devoting extensive time and presenting multiple opportunities for students to

353   develop proficiency with each form of writing

354   **Written and Oral English-Language Conventions**

355   The correct use of mechanics and the conventions of oral and written discourse

356   continues to be emphasized at this level and include:

357   • Sentence structure—using simple and compound sentences and combining short

358   sentences with appositives, participial phrases, and prepositional phrases

359   • Grammar—identifying and using regular and irregular verbs, adverbs, prepositions,

360   and coordinating conjunctions in writing and speaking

361   • Punctuation and capitalization—using parentheses, commas in direct quotations,

362   apostrophes in the possessive case, underlining, quotation marks, and italics;

363   capitalizing titles of magazines, newspapers, works of art, musical compositions,

364   and the first word in quotations

365   • Spelling—spelling roots, inflections, prefixes, suffixes, and syllable constructions

366   *Note:* The fifth-grade instructional guidelines for written and oral conventions should

367 also apply to the fourth grade. And the guidelines for spelling instruction presented in

368 Chapter 3 for the first grade will be useful in the fourth grade and above for students

369 who still have considerable difficulty in spelling correctly.

370 **Listening and Speaking** **Listening and Speaking Strategies**

371   In the fourth grade students should continue to listen critically and respond

372 appropriately to oral communications. The content standards require students to ask

373 thoughtful questions, summarize major ideas, use supporting evidence to substantiate

374 conclusions, identify how language usages reflect regional and cultural differences, and

375 give precise directions and instructions.

376   During their delivery of oral communications, students are expected to present

377 effective introductions and conclusions; use traditional structures for conveying

378 information; emphasize points that make clear to listeners or viewers the important

379 ideas and concepts; and employ details, anecdotes, examples, volume, pitch, phrasing,

380 pace, modulation, and gestures to explain, clarify, or enhance meaning. Finally,

381 students are expected to evaluate the role of the news media in focusing attention on

382 events and in forming opinions on issues.

383

384   ## Listening and Speaking   Speaking Applications

385   Fourth graders are expected to use speaking strategies to make narrative and

386   informational presentations. In doing so, students should demonstrate their ability to

387   relate ideas, frame a key question, provide a context for listeners to imagine an event or

388   experience, provide insight into why a selection is memorable, and incorporate more

389   than one source of information. They are also expected to deliver oral summaries of

390   articles and books and to recite brief poems, soliloquies, or dramatic dialogues, using

391   clear diction, tempo, volume, and phrasing.

392   Teachers should emphasize the linkages between the students' experiences in

393   reading and composing different types of text structures and making oral presentations

394   from those texts. For example, compositions that students have written can be used to

395   create outlines they will work from in their oral presentations. Also needed will be an

396   ample number of model presentations in which specific elements (e.g., volume, pace,

397   gestures) are demonstrated. The models should focus on a few elements at a time

398   rather than introduce all elements at once.

399   ## Content and Instructional Connections

400   The teacher can help students integrate mastery of standards across domains,

401   strands, and academic disciplines by having students:

402   1. Read narrative and expository text aloud with grade-appropriate fluency and

403   accuracy and with appropriate pacing, intonation, and expression.

404   2. Use knowledge of root words to determine the meaning of unknown words within

405   a passage and provide opportunities for students to use the words in written

406   compositions.

407   3. Use appropriate strategies when reading for different purposes

408   (e.g., full comprehension, location of information, personal enjoyment) and in a

409   range of contexts.

410   4. Make connections between the main events of the plot, their causes, and the

411   influence of each event on future actions.

412   5. Answer questions about their knowledge of the situation and setting and of a

413   character's traits and motivations to determine the causes of the character's

414   actions.

415   6. Make connections between the focus of a composition, its organizational

416   structure, and its point of view according to purpose, audience, length, and format.

417   7. Create multiple-paragraph compositions.

418   8. Complete writing and oral assignments in the language arts that provide

419   opportunities to attain content standards simultaneously in history–social science,

420   science, and mathematics.

421   Please see Appendix B for examples of standards that span domains and strands.

422 # Fourth Grade   Curricular and Instructional
423 # Profile

424 Writing Standard 1.10

425 DOMAIN

426 Writing

427 STRAND

428 1.0   Writing strategies

429 SUBSTRAND

430 Evaluation and revision

431 STANDARD

432 1.10   Edit and revise selected drafts to improve coherence and progression by adding,

433   deleting, consolidating, and rearranging text

434 Note: Keep in mind the two related objectives in this standard—revising and editing.

435 Students will need explicit instruction in both.

436 *Prerequisite standards.* Third-Grade Writing Strategies Standard 1.4: Revise drafts to

437 improve the coherence and logical progression of ideas by using an established rubric.

438 *Corequisite standards.* Fourth-Grade Writing Strategies Standards 1.1, 1.2, 1.3.

439 Standard 1.1: Select a focus, an organizational structure, and a point of view.

440 Standard 1.2: Create multiple-paragraph compositions.

441 Standard 1.3: Use traditional structures for conveying information.

442

443

444 **Curricular and Instructional Decisions**

445 **Instructional Objectives**

446 1. Introduce a dimension for revision (e.g., adding). No prescribed sequence exists for

447   introducing the dimensions. However, the earlier dimensions should be easier to

448   introduce and are commonly represented in students' writing.

449 2. Introduce a second dimension for revision (e.g., deleting) once students are

450   successful with the first. Add other revision components as students develop

451   competence.

452 3. Integrate new and previously taught revision components through instruction and

453   examples that require students to discriminate and apply all taught components.

454 **Instructional Design**

455 Decisions must be made about three critical design features in the deletion objective:

456 1. What sequence of instruction will allow students to revise? For example, when in

457   the sequence will students identify information that is missing in the composition?

458 2. What amount of information should students revise?

459 3. What strategy will students use to rewrite or edit text on the basis of the revision

460   phase?

461 **Objective: Identifying Text That Needs Revising**

462 **Textual Unit Size and Sequence**

463 The sequence of writing models is critical. Carefully selected models allow students first

464 to learn the strategies for revising and then to apply those strategies to their own writing.

465 Initial text models should control the difficulty of the task by beginning with focused

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466   revising tasks. Later texts should progress to increasingly complex compositions. Each

467   phase of revising requires multiple models. A possible design sequence for adding

468   follows.

469   **Adding Information to a Text**

470   The first models should contain obvious places for addition to and expansion of the text,

471   including statements that require supporting details and development. Adding

472   information may range from providing a specific illustration to support a claim or adding

473   a word or a short phrase to clarify a concept.

474   Example:

475   Josh's dog Rex was overweight and lazy. He weighed too much and sat around all

476   day. He didn't get much exercise. He only got excited when it was time to eat. Josh

477   was at school during the day. Dinner was Rex's favorite time. Dinner was the time

478   he liked the best. At dinner time Rex moved quickly, jumping and hopping and

479   dashing and running around until Josh put the food in his dish. Josh did his

480   homework in the evening.

481   **Providing Strategies for Students**

482   This strategy involves reading the model with the students while adding information to the text.

483   The teacher reads the text first. Subsequent readings are done by student volunteers. Then the

484   teacher provides the students with questioning strategies aimed at identifying segments of the

485   text that need development, addition, and expansion. After the students have had enough

486   experience with the text to make appropriate comments, the teacher asks the students to

487   identify the first segment of the text that requires additional information (supporting details).

488   *Example:* The writer's topic sentence or claim is the following: "Josh's dog was

489   overweight and lazy." The teacher asks, "How can we provide the reader with proof that

490   Josh's dog was overweight and lazy?" Students add appropriate details that develop the

491   writer's claim. The teacher records the students' suggestions for additions. They should

492   include appropriate words, phrases, and supporting details.

493   When the first paragraph is complete, the teacher asks the students to identify the next

494   idea that requires additional information. The teacher asks, "Does Josh ever get

495   excited? If so, how can the writer prove it?" The teacher records appropriate additions to

496   this section of the text. Then the teacher says, "We have two pictures of Rex. What

497   proof do we have that he is overweight and lazy?" The students identify the supporting

498   details. "What proof do we have that he is sometimes active and excited?" The students

499   identify the supporting details, and the teacher records the additions.

500   The teacher asks, "On the basis of the information that we have gathered, what can we

501   conclude about Josh's dog, Rex?" The teacher records the conclusion.

502   **Deletion (Extending the Lesson)**

503   Once the students have identified the areas that require additions and have composed

504   and placed the additions, they eliminate information no longer germane to the text. The

505   teacher asks the students, "What information remains in this story that does not fit with

506   the writer's topic?"

507   The students are then asked to:

508   1. Eliminate complete sentences or phrases that do not tell more about the topic.

509   2. Delete individual words that do not tell more about the topic.

510   3. Rewrite sentences by combining sentences or sentence parts that tell the same

511   thing about the topic and deleting unnecessary words.

512   4. Proceed from paragraph to paragraph.

513   5. Edit the revised text to ensure that the written-language conventions (e.g.,

514   grammar, capitalization, punctuation, spelling) are correct.

515   The teacher records the deletions.

516   **Internalizing and Applying Writing Strategies**

517   The teacher asks the students to rewrite the completed composition. When the rewriting

518   is complete, the teacher asks the students to identify the strategies used to revise the

519   original model. They should include the following:

520   • Identifying topic sentences

521   • Providing additional information for each topic identified

522   • Drafting an appropriate conclusion

523   • Deleting information not pertinent to the topic

524   **Next Steps**

525   The teacher types up the strategies identified by the students, and the students keep

526   the list of strategies in a writing folder. The strategies should also be posted in the

527   classroom in poster form. Students should have multiple opportunities for teacher-

528   directed revision. Progress should proceed from explicit teacher-directed instruction to

529   guided practice to independent practice.

530

531

532   **Objective: Revising the Student-Generated Text**

533   When students can edit models provided by the teacher, they are ready to practice

534   revising their own work by systematically applying the strategies for revision to their own

535   prose. They are asked to:

536   1. Identify topic sentences that need further development.

537   2. Add clearer words, phrases, and supporting details.

538   3. Create appropriate paragraphs determined by the topics identified for addition.

539   4. Delete information that does not fit the composition, using steps for deletion.

540   5. Edit while using appropriate language conventions.

541   **Instructional Delivery**

542   1. Define revising and tell why it is important to know when to add and delete

543   information in a text.

544   2. Establish rules for adding and deleting.

545   3. Present the steps in adding and deleting information to revise text effectively.

546   4. Model multiple paragraphs containing information that needs to be revised. The text

547   should include vocabulary familiar to the students, and the information to be revised

548   should represent various parts of speech.

549   5. Encourage students to think out loud as they read the paragraph and (a) locate the

550   sentences that need expansion; (b) locate the sentences or phrases that do not tell

551   more about the topic; and (c) use the proofreader's deletion mark to eliminate

552   segments that need to be deleted.

553   6. Repeat the lesson, using appropriate materials.

554   7. Begin the editing phase once revising and rewriting are complete. Students should

555   edit text to ensure that the written language conventions are correct.

556   8. Do not underestimate the amount of time and practice needed to develop

557   proficiency in revising and editing.

558   **Assessment**

559   **Entry-Level Assessment**

560   1. *Entry-Level Assessment for Instructional Planning.* Conduct an entry-level

561   assessment of the students' overall proficiency on the standard. *Revise and edit*

562   *selected drafts to improve coherence and progression by adding, deleting,*

563   *consolidating, rearranging text, and correcting.* On the basis of that assessment,

564   identify the dimensions of revision and editing that need to be taught and the level

565   of instruction necessary. Use the entry-level assessment as your guide for

566   instructional planning. With the assessment you can identify students who are

567   proficient in revising and editing and those who need systematic instruction.

568   **Monitoring Student Progress**

569   2. *Monitoring Student Progress Toward the Instructional Objective*

570   a. The assessment phase is designed to determine students' progress and mastery

571   of skills that have been taught as well as the retention of those skills. The

572   assessment measures progress toward components (i.e., specific objectives) of

573   the standard rather than the entire standard.

574   b. A series of tasks should be constructed to assess students' mastery in revising at

575   several levels (paragraph, multiple paragraph, self-composition). Assessment

576   tasks should parallel the objectives and requirements of instruction. The

577   sequence of tasks should progress toward the goal of the instructional unit,

578   beginning with simpler units and requirements and progressing to more complex

579   applications. These measures are administered on the completion of a particular

580   unit of instruction. For example, the paragraph assessment should be made on

581   the completion of revising and editing at the paragraph level.

582   c. On completion of instruction *in revising through adding or deleting,* a measure is

583   administered to assess progress toward the objective. The integration of addition

584   and deletion is assessed on completion of the specific instruction unit.

585   d. This assessment sequence continues through the remaining components of

586   instruction necessary to achieve the standard.

587   **Post-test Assessment**

588   3. *Post-test Assessment Toward the Standard.* On completion of all instructional units,

589   assess student performance according to the procedures used to assess entry-

590   level performance. Give students a multiple-paragraph composition to revise and

591   edit. You may also want to have students write their compositions on a standard

592   topic to assess their ability to revise and edit their own writing. During the year

593   systematically assess the students' retention of editing and revising skills and

594   proficiency in meeting other writing standards.

595   ## Universal Access

596   ## Reading Difficulties or Disabilities

597   1. *Students with Reading Difficulties or Disabilities*

598   a. Passages should be appropriate to the instructional reading levels of students. If

599   not, students may work with peers or an aide for assistance with word

600   recognition. In addition, teachers may need to use supplementary examples from

601   the instructional resources designed for universal access. The examples control

602   more carefully the amount and type of information to be added or deleted. At first,

603   exercises might focus only on missing or redundant information; later, more

604   subtle forms would be introduced, such as colorless descriptions or irrelevant

605   information.

606   b. Expository text may be used that provides information related to grade-level

607   content standards in the other disciplines (history–social science, science, and

608   mathematics).

609   ## Advanced Learners

610   2. *Students Who Are Advanced Learners.* Use the entry-level assessment to

611   determine whether students are proficient according to the standard or need

612   instruction. If found proficient in the grade-level assessment, consider assessing

613   performance according to the parallel standards for successively higher grades

614   until the appropriate instructional level is determined. Instruction at that level should

615   be provided to ensure that students are challenged. The students' rates of learning

616   should be subject to ongoing monitoring to ensure that they are progressing at

617   rates commensurate with their abilities. If students are not proficient according to

618   the standard, the teacher may wish to:

619   a. Adjust the pace of instruction because the students may not require the same

620   number of examples or amount of practice as their peers do.

621   b. Introduce more than one revising or editing dimension at a time.

622   c. Use supplementary examples from the instructional materials designed for

623   universal access that increase the complexity of the passages students edit for

624   independent work.

625   **English Learners**

626   3. *Students Who Are English Learners*

627   a. English learners can learn to add and delete text well without developing

628   knowledge of the rhetorical devices that enable them to write cohesive, coherent

629   text. To help English learners achieve Writing Standard 1.10, provide them with

630   specific, explicit instruction concerning transition phrases (e.g., *first, second,*

631   *third, next, in conclusion*) and pronoun reference (e.g., *he, she, it, they*).

632   Cohesive devices (such as transition phrases and pronouns), which are often

633   used differently in the students' first languages, are useful in establishing

634   cohesive, coherent texts. *Note:* Many Asian students use full noun phrases to

635   establish cohesion instead of the pronouns used by native English speakers.

636   b. English learners benefit greatly from sentence-combining exercises. They need

637   extensive guidance and practice in using such grammatical structures as relative

638   clauses (e.g., I like the man *who lives on the corner*); conditional statements

639   (e.g., *If I were you,* I would not do that); and subordinate clauses (e.g., She

640   received good grades *because she worked hard*).

641   c. Because English learners are still developing proficiency in English, care should

642   be taken in organizing peer revision and peer editing. Individual students should

643   receive feedback from the teacher on their writing and any grammatical or other

644   errors they have made. Errors in grammar or other mistakes common to many

645   students in the class should be the subject of additional classroom instruction

646   and practice.

647   d. In an English-language mainstream classroom, it is important to group English

648   learners with students proficient in English. When to do so is impossible, the

649   teacher will need to provide additional models of input for students as well as

650   opportunities to use the models.

651   e. Consider using expository text that provides information related to grade-level

652   content standards in the other disciplines (history–social science, science, and

653   mathematics).

Instructional Materials

655   Instructional materials should carefully sequence the introduction of the dimensions of

656   revising and editing. Focus first on the number of objectives introduced, then on the

657   number and range of examples. Are the examples adequate? Or will you need to invest

658   time creating your own examples? Are assessment passages and examples included?

659   Assessment tasks should be available for each phase of assessment: entry-level

660   assessment for instructional planning, monitoring of progress toward the instructional

661   objective, and post-test assessment toward the standard.

Fourth Grade English–Language Arts Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Word Recognition

1.1   Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2   Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

1.3   Use knowledge of root words to determine the meaning of unknown words within a passage.

1.4   Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).

1.5   Use a thesaurus to determine related words and concepts.

1.6   Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

202

685   The selections in *Recommended Literature: Kindergarten Through Grade Twelve*

686   (California Department of Education [CDE], 2002) illustrate the quality and complexity of

687   the materials to be read by students. In addition to their regular school reading, students

688   read one-half million words annually, including a good representation of grade-level-

689   appropriate narrative and expository text (e.g., classic and contemporary literature,

690   magazines, newspapers, online information).

691   **Structural Features of Informational Materials**

692   2.1   Identify structural patterns found in informational text (e.g., compare and contrast,

693   cause and effect, sequential or chronological order, proposition and support) to

694   strengthen comprehension.

695   **Comprehension and Analysis of Grade-Level-Appropriate Text**

696   2.2   Use appropriate strategies when reading for different purposes (e.g., full

697   comprehension, location of information, personal enjoyment).

698   2.3   Make and confirm predictions about text by using prior knowledge and ideas

699   presented in the text itself, including illustrations, titles, topic sentences, important

700   words, and foreshadowing clues.

701   2.4   Evaluate new information and hypotheses by testing them against known

702   information and ideas.

703   2.5   Compare and contrast information on the same topic after reading several

704   passages or articles.

705   2.6   Distinguish between cause and effect and between fact and opinion in expository

706   text.

707   2.7   Follow multiple-step instructions in a basic technical manual (e.g., how to use

708   computer commands or video games).

709   **3.0 Literary Response and Analysis**

710   Students read and respond to a wide variety of significant works of children's literature.

711   They distinguish between the structural features of the text and the literary terms or

712   elements (e.g., theme, plot, setting, characters). The selections in *Recommended*

713   *Literature: Kindergarten Through Grade Twelve* (CDE, 2002) illustrate the quality and

714   complexity of the materials to be read by students.

715   **Structural Features of Literature**

716   3.1   Describe the structural differences of various imaginative forms of literature,

717   including fantasies, fables, myths, legends, and fairy tales.

718   **Narrative Analysis of Grade-Level-Appropriate Text**

719   3.2   Identify the main events of the plot, their causes, and the influence of each event

720   on future actions.

721   3.3   Use knowledge of the situation and setting and of a character's traits and

722   motivations to determine the causes for that character's actions.

723   3.4   Compare and contrast tales from different cultures by tracing the exploits of one

724   character type and develop theories to account for similar tales in diverse cultures

725   (e.g., trickster tales).

726   3.5   Define figurative language (e.g., simile, metaphor, hyperbole, personification) and

727   identify its use in literary works.

728

729

Writing

731   **1.0 Writing Strategies**

732   Students write clear, coherent sentences and paragraphs that develop a central idea.

733   Their writing shows they consider the audience and purpose. Students progress through

734   the stages of the writing process (e.g., prewriting, drafting, revising, editing successive

735   versions).

736   **Organization and Focus**

737   1.1   Select a focus, an organizational structure, and a point of view based upon

738   purpose, audience, length, and format requirements.

739   1.2   Create multiple-paragraph compositions:

740   a. Provide an introductory paragraph.

741   b. Establish and support a central idea with a topic sentence at or near the

742   beginning of the first paragraph.

743   c. Include supporting paragraphs with simple facts, details, and explanations.

744   d. Conclude with a paragraph that summarizes the points.

745   e. Use correct indention.

746   1.3   Use traditional structures for conveying information (e.g., chronological order,

747   cause and effect, similarity and difference, and posing and answering a question).

748   **Penmanship**

749   1.4   Write fluidly and legibly in cursive or joined italic.

750

751 **Research and Technology**

752 1.5 Quote or paraphrase information sources, citing them appropriately.

753 1.6 Locate information in reference texts by using organizational features (e.g.,

754   prefaces, appendixes).

755 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog,

756   encyclopedia, online information) as an aid to writing.

757 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to

758   use those print materials.

759 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology

760   (e.g., cursor, software, memory, disk drive, hard drive).

761 **Evaluation and Revision**

762 1.10 Edit and revise selected drafts to improve coherence and progression by adding,

763   deleting, consolidating, and rearranging text.

764 **2.0 Writing Applications (Genres and Their Characteristics)**

765 Students write compositions that describe and explain familiar objects, events, and

766 experiences. Student writing demonstrates a command of standard American English

767 and the drafting, research, and organizational strategies outlined in Writing Standard

768 1.0.

769 Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

770 2.1 Write narratives:

771   a. Relate ideas, observations, or recollections of an event or experience.

772   b. Provide a context to enable the reader to imagine the world of the event or

773   experience.

774   c. Use concrete sensory details.

775   d. Provide insight into why the selected event or experience is memorable.

776   2.2 Write responses to literature:

777   a. Demonstrate an understanding of the literary work.

778   b. Support judgments through references to both the text and prior knowledge.

779   2.3 Write information reports:

780   a. Frame a central question about an issue or situation.

781   b. Include facts and details for focus.

782   c. Draw from more than one source of information (e.g., speakers, books,

783   newspapers, other media sources).

784   2.4 Write summaries that contain the main ideas of the reading selection and the most

785   significant details.

786   **Written and Oral English Language Conventions**

787   The standards for written and oral English language conventions have been placed

788   between those for writing and for listening and speaking because these conventions are

789   essential to both sets of skills.

790   **1.0 Written and Oral English Language Conventions**

791   Students write and speak with a command of standard English conventions appropriate

792   to this grade level.

793

207

794 **Sentence Structure**

795 1.1 Use simple and compound sentences in writing and speaking.

796 1.2 Combine short, related sentences with appositives, participial phrases, adjectives,

797 adverbs, and prepositional phrases.

798 **Grammar**

799 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and

800 coordinating conjunctions in writing and speaking.

801 **Punctuation**

802 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive

803 case of nouns and in contractions.

804 1.5 Use underlining, quotation marks, or italics to identify titles of documents.

805 **Capitalization**

806 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions,

807 organizations, and the first word in quotations when appropriate.

808 **Spelling**

809 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

810 **Listening and Speaking**

811 1.0 Listening and Speaking Strategies

812 Students listen critically and respond appropriately to oral communication. They speak

813 in a manner that guides the listener to understand important ideas by using proper

814 phrasing, pitch, and modulation.

815

816   **Comprehension**

817   1.1   Ask thoughtful questions and respond to relevant questions with appropriate

818   elaboration in oral settings.

819   1.2   Summarize major ideas and supporting evidence presented in spoken messages

820   and formal presentations.

821   1.3   Identify how language usages

822   (e.g., sayings, expressions) reflect regions and cultures.

823   1.4   Give precise directions and instructions.

824   **Organization and Delivery of Oral Communication**

825   1.5   Present effective introductions and conclusions that guide and inform the listener's

826   understanding of important ideas and evidence.

827   1.6   Use traditional structures for conveying information (e.g., cause and effect,

828   similarity and difference, and posing and answering a question).

829   1.7   Emphasize points in ways that help the listener or viewer to follow important ideas

830   and concepts.

831   1.8   Use details, examples, anecdotes, or experiences to explain or clarify information.

832   1.9   Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to

833   enhance meaning.

834   **Analysis and Evaluation of Oral Media Communication**

835   1.10 Evaluate the role of the media in focusing attention on events and in forming

836   opinions on issues.

837   **2.0 Speaking Applications (Genres and Their Characteristics)**

838   Students deliver brief recitations and oral presentations about familiar experiences or

839   interests that are organized around a coherent thesis statement. Student speaking

840   demonstrates a command of standard American English and the organizational and

841   delivery strategies outlined in Listening and Speaking Standard 1.0.

842   Using the speaking strategies of grade four outlined in Listening and Speaking Standard

843   1.0, students:

844   2.1   Make narrative presentations:

845   a. Relate ideas, observations, or recollections about an event or experience.

846   b. Provide a context that enables the listener to imagine the circumstances of the

847   event or experience.

848   c. Provide insight into why the selected event or experience is memorable.

849   2.2   Make informational presentations:

850   a. Frame a key question.

851   b. Include facts and details that help listeners to focus.

852   c. Incorporate more than one source of information (e.g., speakers, books,

853   newspapers, television or radio reports).

854   2.3   Deliver oral summaries of articles and books that contain the main ideas of the

855   event or article and the most significant details.

856   2.4   Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues,

857   using clear diction, tempo, volume, and phrasing.

Fifth Grade Standards and Instruction

858

859   The fifth-grade standards and instruction build on and extend the foundational and

860   transitional skills begun in the fourth grade. The instructional priority for both the fourth

861   grade and the fifth grade is a continued focus on ensuring that all students are able to

862   read fluently and accurately and are therefore prepared to read and comprehend

863   complex narrative and expository texts in the content areas. In addition, students in the

864   fifth grade are introduced to new, advanced forms of evaluation, such as expository

865   critique and literary criticism in the reading domain.

866   The strands to be emphasized at the fifth-grade level are listed in the adjacent column

867   under the appropriate domains.

868   The following sections profile focus areas within each of the strands and identify

869   content and instructional connections that span domains, strands, and standards.

870   **Reading**

871   1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

872   2.0 Reading Comprehension (Focus on Informational Materials)

873   3.0 Literary Response and Analysis

874   **Writing**

875   1.0 Writing Strategies

876   2.0 Writing Applications (Genres and Their Characteristics)

877   **Written and Oral English-Language Conventions**

878   1.0 Written and Oral English-Language Conventions

879

880 ## Listening and Speaking

881 1.0 Listening and Speaking Strategies

882 2.0 Speaking Applications (Genres and Their Characteristics)

883 ## Reading Word Analysis, Fluency, and Systematic Vocabulary Development

884 ## Word Recognition

885 The fifth-grade standards continue to focus on decoding words fluently and

886 accurately. Students are required to read aloud narrative and expository text fluently

887 and accurately and use appropriate pacing, intonation, and expression. As in the fourth

888 grade, students who are not reading at grade level should receive continued systematic,

889 explicit instruction in decoding or comprehension strategies or both. (See the fourth-

890 grade section earlier in this chapter for a discussion of systematic, explicit instruction in

891 reading.)

892 ## Vocabulary and Concept Development

893 The vocabulary and concept development standards at this level require students to

894 understand and explain words, including using figurative and metaphorical words in

895 context and abstract roots and affixes derived from Greek and Latin to analyze the

896 meaning of complex words (Baumann and Kame`enui, 2004; Moats, 2000). The

897 standards continue to emphasize the use of internal, morphological, etymological, and

898 historical word cues. In addition, students are expected to understand and explain

899 frequently used synonyms, antonyms, and homographs.

900 Students should continue to engage in extensive independent reading as the primary

901 means of increasing vocabulary knowledge (Nagy, 1998). Students should be given

902   ample opportunities to read. In addition, vocabulary instruction must continue to be

903   systematic (see the vocabulary guidelines for the fourth grade).

904   **Reading** **Reading Comprehension (Focus on Informational Materials)**

905   The fifth-grade standards focus primarily on the structural features of informational

906   materials, comprehension and analysis of grade-level-appropriate text, and expository

907   critique. Students are expected to understand how text structures (e.g., formats,

908   graphics, sequences, diagrams, illustrations, charts, maps) make information accessible

909   and usable and analyze text organized in sequential or chronological order. In addition,

910   students should use basic comprehension strategies, such as (1) discerning main ideas

911   and concepts in texts; (2) identifying and assessing evidence that supports ideas; (3)

912   drawing inferences, conclusions, or generalizations about text; and (4) identifying

913   textual evidence and prior knowledge to support those inferences, conclusions, and

914   generalizations. The expository critique, introduced at this level, requires students to

915   distinguish facts, supported inferences, and opinions in text.

916   Instruction in reading comprehension in the fifth grade should (Biancarosa and Snow,

917   2004; Carlisle and Rice, 2002; Kame`enui, Carnine, Dixon, Simmons, and Coyne,

918   2002):

919   • Use texts in which complex linguistic and syntactical features are appropriate for

920   the fifth-grade level. Similarly, the number of unfamiliar vocabulary words should be

921   carefully controlled to be manageable for students.

922   • Ensure that students have the prerequisite knowledge and skills to comprehend the

923   text.

924   • Begin with teacher-directed instruction, including modeling and guidance, and

925   gradually shift responsibility to the student.

213

926 • Include repeated opportunities for students to answer comprehension questions

927   during the reading of the text.

928 • Require students to read some of the text aloud, at least initially.

929 • Provide sufficient practice for students to reach a high level of performance for one

930   level of text complexity before introducing the next level.

931 **Reading Literary Response and Analysis**

932   As they did in the fourth grade, students in the fifth grade will continue to learn about

933 the fundamental elements of literature, including identifying and analyzing the

934 characteristics of poetry, drama, fiction, and nonfiction and explaining the

935 appropriateness of the literary forms chosen. In addition, the elements of narrative texts

936 are emphasized. Students are required to (1) identify the main problem or conflict of the

937 plot and explain how it is resolved; (2) contrast the actions, motives, and appearances

938 of characters; (3) understand and recognize themes in sample works; and (4) describe

939 the function and effect of common literary devices (e.g., imagery, metaphor,

940 symbolism).

941   An effective instructional strategy for teaching the elements of narrative text is to

942 employ the structure of story grammar, which has been described in previous grade-

943 level overviews (Kame`enui, Carnine, Dixon, Simmons, and Coyne, 2002). The strategy

944 involves (1) introducing and sequencing the elements of narrative text from easy to

945 complex; (2) using a note sheet that allows students to record information about each

946 story element (e.g., character information, conflict or problem, theme) as they read a

947 story or text; and (3) using a think-aloud strategy in conjunction with the note sheet

948 whereby the teacher summarizes and points out how to anticipate elements of story

949 grammar in the text. This strategy can also be extended and used with contrasting

950   information on character according to which students locate, record, and contrast the

951   motives of two characters. However, this extension requires students to be proficient in

952   identifying character elements before they are contrasted.

953   Students are also required to evaluate the meaning of archetypal patterns and

954   symbols and the author's use of various techniques (e.g., appeal of characters in a

955   picture or book, logic and credibility of plots and settings) to influence the readers'

956   perspectives.

957   **Writing**   **Writing Strategies**

958   **Organization and Focus**

959   As students in the fifth grade continue to progress through the stages of writing as a

960   process, they are required to create multiple-paragraph narrative and expository

961   compositions. To do so, they must establish and develop a topic or plot, describe the

962   setting or details that link one paragraph to another, and present an ending or

963   concluding paragraph that summarizes important ideas and details.

964   Important instructional considerations for the writing process include (Spandel, 2001):

965   • Ensuring that students understand the text structure before they begin to employ

966   that structure in their writing

967   • Using that text structure as a tool for organizing a written composition

968   • Demonstrating that writing is composed of several different stages: prewriting,

969   drafting, revising, editing, and postwriting

970   • Providing examples or models of writing that make clear the important features

971   (e.g., main problem, conflict, character motives, theme, imagery) of narrative and

972   expository compositions

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973 • Using strategies that make conspicuous for students exactly how to identify,

974   comprehend, and record the critical features of compositions on a note sheet (For

975   example, the teacher reads aloud a piece of writing and explicitly identifies it.)

976 • Demonstrating a range of examples of *one* particular feature at a time (e.g.,

977   conflict) in one type of text (e.g., narrative), then introducing new features (e.g.,

978   main problem or conflict, plot)

979 **Research and Technology**

980   Students must learn to (1) use organizational features of printed or electronic text to

981 locate relevant information; (2) create simple documents, using electronic media and

982 employing organizational features (e.g., passwords, entry and pull-down menus, word

983 searchers, spell checks); and (3) use a thesaurus to identify alternative word choices

984 and meanings.

985   Instruction in the research and technology standard of locating relevant information

986 should:

987 • Involve a topic that is familiar and interesting to students.

988 • Begin with a clear and unambiguous set of examples of information relevant to the

989   topic.

990 • Include examples of information obviously irrelevant to the topic.

991 • Consist of teacher-directed or guided instruction that reveals to students the

992   requirements for locating relevant information.

993 • Progress from examples involving clearly relevant information to those that require

994   more critical discrimination of relevant and irrelevant information.

995 ### Evaluation and Revision

996   Students are expected to continue to revise and edit manuscripts to improve the

997 meaning and focus of writing by adding, deleting, consolidating, clarifying, rearranging

998 words and sentences, and making final corrections. (See the instructional profile of this

999 standard for the fourth grade.)

1000 ### Writing   Writing Applications (Genres and Their Characteristics)

1001   Students are expected to write narrative, expository, persuasive, and descriptive texts

1002 of at least 500 to 700 words for each text and continue to demonstrate a command of

1003 standard English. They are also required to write narratives; responses to literature;

1004 research reports about important ideas, issues, or events; and persuasive letters or

1005 compositions.

1006   General instructional guidelines for teaching the different types of text structures

1007 include:

1008   1. Providing students with ample opportunities to compose each text structure and

1009   receive written, systematic, and instructive feedback on their writing

1010   2. Using procedural facilitators such as think sheets or note sheets to help structure

1011   and organize information

1012   3. Modeling each stage of the writing process (prewriting, drafting, revising, editing,

1013   postwriting) and providing ample opportunities for students to become proficient at

1014   each stage.

1015   4. Providing explicit, clear criteria (e.g., use of an editor's checklist) for students to

1016   follow in editing written compositions

1017   ### Written and Oral English-Language Conventions

1018   Students are expected to have a command of the English-language conventions,

1019   including sentence structure, grammar, punctuation, capitalization, and spelling. The

1020   conventions can be conceptualized as discrete skills and taught in strands. Instruction

1021   by strand employs an incremental and progressive approach to teaching specific skills

1022   and strategies within and across a larger domain. For example, a writing lesson might

1023   include separate and individual strands of instruction in punctuation, grammar, and

1024   sentence structure. Each strand is specific to the particular written convention (e.g.,

1025   conventions for grammar and punctuation) and is related to the larger domain of writing

1026   applications (e.g., persuasive letter or composition).

1027   The parts of speech can be confusing to students if instruction is not clear. Teaching

1028   demonstrations should include an adequate number of examples, both positive and

1029   negative, of a part of speech that the student is able to identify. For example, students

1030   must learn that the words *eat*, *ate, has eaten*, and *will eat* are all verbs. Verbs in the

1031   present and past tenses can be presented first and followed at a later time by two-word

1032   verbs, such as *has eaten*, *will eat*, and *is eating*.

1033   When teaching students to identify the parts of speech, the teacher should sequence

1034   the instruction so that the students can learn that many words can serve as different

1035   parts of speech according to how the word is used in a sentence. For example, the word

1036   *running* may function as a noun (e.g., *Running* is fun); as an adjective (e.g., The *running*

1037   water in the stream moved us along quickly); or as part of a verb (e.g., We were

1038   *running*).

1039   Cumulative review is particularly important in teaching the parts of speech. Once

1040   students learn a new part of speech, they should be given exercises in which sentences

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1041   include examples of the new part of speech along with previously introduced and taught

1042   parts of speech. Review and practice should be frequent enough to provide for

1043   understanding and retention.

1044   When showing students how to use a particular word or phrase or other structure, the

1045   teacher should include a range of positive examples and carefully selected and

1046   sequenced negative examples. The negative examples serve to rule out likely

1047   misinterpretations.

1048   When introducing a new type of sentence structure, the teacher should provide

1049   adequate practice in writing sentences before requiring students to use the new

1050   sentence type in writing passages. Those assignments should be structured to prompt

1051   usage of the new sentence type. In addition, the teacher should provide adequate

1052   cumulative review to facilitate understanding and retention as well as exercises

1053   requiring the students to revise existing passages by combining sentences and thereby

1054   create a new type of sentence structure. Students should be taught not only *how* to

1055   create new sentence types but *when* to use them. For example, some students will

1056   need careful instruction to determine when words, phrases, or clauses should be joined

1057   by *and*, *or*, or *but*.

1058   When a new mark of punctuation is introduced, exercises should be included that

1059   provide adequate practice first in *how* to use the new mark and then in *when* to use it.

1060   For example, when students learn how to write sentences that begin with a clause that

1061   tells *when* (e.g., *After the sun went down,* the mosquitoes became unbearable), some

1062   students are likely to begin using commas even when the clause comes at the end of

1063   the sentence. Students need adequate practice to determine when *not* to use the new

1064   punctuation.

1065   **Listening and Speaking**   **Listening and Speaking Strategies**

1066   Like fourth-grade students, fifth-grade students are expected to continue to listen

1067   critically and respond appropriately to oral communications. However, they are also

1068   expected to be more engaged as listeners and speakers by asking questions that seek

1069   information already discussed; interpreting a speaker's verbal and nonverbal messages,

1070   purposes, and perspectives; and making inferences or drawing conclusions based on

1071   an oral report. The standards for the organization and delivery of oral communication

1072   are the same as those for the fourth grade (i.e., select a focus, organizational structure,

1073   and point of view for an oral presentation).

1074   Students are also expected to identify, analyze, and critique persuasive techniques

1075   (e.g., promises, dares, flattery, glittering generalizations) and identify logical fallacies

1076   used in oral presentations and media messages. Finally, they are to take an active role

1077   in analyzing the media as sources of information, entertainment, persuasion,

1078   interpretation of events, and transmission of culture.

1079   **Listening and Speaking**   **Speaking Applications (Genres and Their**

1080   **Characteristics)**

1081   Fifth graders are expected to use speaking strategies to deliver narrative and

1082   informative presentations and oral responses to literature. Specific skills to be integrated

1083   include establishing a situation or plot, showing the listener what happens; framing

1084   questions to direct an investigation; establishing a controlling idea or topic; developing a

1085   topic with simple facts, details, examples, and explanations; summarizing significant

1086   events and details; articulating an understanding of several ideas or images; and using

1087   examples or textual evidence from the work to support conclusions.

1088   A systematic schedule for introducing, teaching, and linking speaking strategies with

1089   similar standards in reading and writing should be developed. Students will require clear

1090   examples of each type of presentation and adequate practice and feedback for each of

1091   the requirements of the presentations (e.g., establishing a situation or plot; showing the

1092   listener what happens, framing questions to direct an investigation, and establishing a

1093   controlling idea or topic).

1094   ### Content and Instructional Connections

1095   The teacher can help students integrate mastery of standards across domains,

1096   strands, and academic disciplines by having students:

1097   1. Read aloud narrative and expository text fluently and accurately and with

1098   appropriate pacing, intonation, and expression.

1099   2. Use knowledge of word origins to determine the meaning of unknown words.

1100   3. Demonstrate how print and electronic text features (e.g., format, graphics,

1101   sequence, diagrams, illustrations, charts, maps) make information accessible and

1102   usable.

1103   4. Create multiple-paragraph narrative compositions, using electronic media and

1104   employing organizational features.

1105   5. Add, delete, consolidate, clarify, and rearrange words and sentences.

1106   6. Use topics and examples for speaking, writing, and editing assignments that relate

1107   to grade five history–social science and science content standards.

1108   Please see Appendix B for examples of standards that span domains and strands.

1109 # Fifth Grade Curricular and Instructional Profile

1110 ## Reading Standard 3.2

1111 DOMAIN

1112 Reading

1113 STRAND

1114 3.0   Literacy response and analysis

1115 SUBSTRAND

1116 Narrative analysis of grade-level-appropriate text

1117 STANDARD

1118 3.2   Identify the main problem or conflict in the plot and explain how it is resolved.

1119 *Corequisite standards.* Fifth-Grade Literary Response and Analysis Standard 3.3:

1120 Contrast the actions, motives, and appearances of characters in a work of fiction and

1121 discuss the importance of the contrasts to the plot or theme.

1122 Fifth-Grade Writing Strategies Standard 1.1: Create multiple-paragraph narrative

1123 compositions.

1124 ## Curricular and Instructional Decisions

1125 ### Instructional Objective

1126 Identify the main problem or conflict of the plot, explain how it is resolved, and employ

1127 that analysis in written and oral presentations.

1128 ### The Instructional Design

1129 The identification of conflict and resolution in the plots of novels and short stories is

1130 fundamental for more sophisticated aspects of literary analysis. In addition, those

1131 elements of plot are central to quality narrative compositions and oral presentations.

1132   Following the suggested sequence for systematic instruction, the teacher might:

1133   1. Begin the sequence with Literary Response and Analysis Standard 3.2, analyzing
1134   and evaluating conflict and resolution in narratives.

1135   2. Teach students explicitly, through direct instruction or guided discussion, the basic
1136   critical attributes of a good plot: a protagonist with a problem (conflict), an
1137   antagonist who interferes with the protagonist's attempts to solve the problem,
1138   some unsuccessful efforts (because of the antagonist's interference) to solve the
1139   problem, and a final successful solution (conflict resolution).

1140   3. Note that at this level the antagonist should be concrete (e.g., a "bad person").
1141   Students will learn the elements better *initially* if they do not have to analyze
1142   abstract conflicts, such as mental conflict within the protagonist.

1143   4. Focus as much on unsuccessful attempts to resolve the conflict as on the final
1144   resolution. Students should note the ways in which the protagonist learns from the
1145   lack of success.

1146   5. Emphasize the importance of a *satisfying* resolution for readers. One way to do so
1147   is through examples of *unsatisfying* resolutions.

1148   6. Have the students apply the basic elements in their own writing once they have
1149   mastered them (Writing Strategies Standards 1.1a–c, 2.1a–b).

1150   7. Provide students with an overt strategy for planning their narrative compositions
1151   (prewriting). For instance, you might have the students first identify the protagonist
1152   and antagonist and the conflict between them, then skip to planning a satisfying
1153   resolution, and finally go back to outline unsuccessful attempts to resolve the
1154   conflict. This strategy should be implemented flexibly to capture the reiterative
1155   process of planning narratives.

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1156   8. Require students to develop plots that are promising as they draft a piece of writing.

1157   Because drafting is a difficult task at this level, a good plan will help ensure a

1158   successful draft.

1159   9. Incorporate other standards into the instruction (e.g., Writing Strategies Standard

1160   1.6).

1161   10. Once students have successfully written and revised a narrative with strong plot

1162   elements, have them modify their stories for oral presentation (Speaking

1163   Applications Standard 2.1).

1164   11. Compare and contrast the written and oral presentations of the same story.

1165   Emphasize, for example, how plot elements are the same for both but that oral

1166   presentations allow for rhetorical devices that cannot be used in written documents.

1167   Students can *show* their audience some elements of a story that have to be *told* in

1168   written documents.

1169   **Instructional Delivery**

1170   Some standards presented in the earlier grades address the basic elements of story

1171   grammar. Therefore, students should be assessed initially to determine the extent to

1172   which they might have already mastered the key elements of plot (see "Assessment"

1173   following).

1174   Assuming that most students will need more instruction or more in-depth instruction in

1175   the elements of plot, teachers should:

1176   1. Have students examine several short stories to learn the commonality of plot

1177   elements across stories. One or more stories should be weak, especially as to

1178   conflict resolution.

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1179   2. Walk through a few stories with students, beginning with very strong hints about the

1180   plot elements in each but gradually reducing the hints to ensure that students can

1181   recognize the elements on their own.

1182   3. Consider establishing cooperative work groups, especially during the planning

1183   phase of writing a narrative. Serving as an audience for one another, the students

1184   should tell their story to their peers in their group, working off their plot outline. In

1185   that way they are likely to learn whether the plot resolution they have in mind is

1186   satisfying before they commit themselves too much to their stories. Cooperative

1187   work is most appropriate either before students begin to write or between the

1188   drafting and revising stages of the writing process.

1189   4. Present students with a strategy for developing a good plot outline and assist

1190   students liberally during the plot-planning phase of writing.

1191   **Assessment**

1192   **Entry-Level Assessment**

1193   1. *Entry-Level Assessment for Instructional Planning.* The most important pretest

1194   information for this standard is the extent to which students are already familiar with

1195   the fundamentals of narrative plots. Students might be asked to work from a good

1196   short story to identify the fundamentals present in that story.

1197

1198   **Monitoring Student Progress**

1199   2. *Monitoring Student Progress Toward the Instructional Objective.* Assessing

1200   students' achieving the objectives of narrative plots will be facilitated greatly if

1201   instruction follows well-differentiated steps as outlined previously. Teachers can

1202   use the work produced at each step to evaluate whether to spend a little more time

1203   on that step or to move forward confidently.

1204 **Post-test Assessment**

1205   3. *Post-test Assessment Toward the Standard.* Usual state- or district-required formal

1206   assessments contribute to part of the picture of student achievement toward

1207   standards. In addition, the types of assignments teachers routinely use in

1208   determining a major part of student grades serve an important role toward giving a

1209   complete picture of achievement. For example, a final written composition in

1210   published form should be part of the summative evaluation for students. However,

1211   a summative evaluation should assess individual accountability. Writing

1212   assignments that students complete on their own meet that requirement better than

1213   assignments in which students work cooperatively.

1214 **Universal Access**

1215 **Reading Difficulties or Disabilities**

1216   1. *Students with Reading Difficulties or Disabilities*

1217   a. Some reading selections used to illustrate plot elements can be taken from

1218   below-grade-level discourse. At this stage the most important goal is for students

1219   to learn the fundamental elements of plot (rather than demonstrate grade-level

1220   reading ability).

1221   b. Some lower-performing students might lack the ability to create a good conflict

1222   and resolution on their own. To facilitate the inclusion of such students in the

1223   regular curriculum, teachers can provide those students with more prompting.

1224   c. Students who do have difficulty in making oral presentations should (1) be

1225   allowed to read their presentations; and (2) be given ample opportunities to

1226   practice the delivery of their presentations (with constructive feedback) before

1227   being required to make a final presentation to the entire group.

1228   **Advanced Learners**

1229   2. *Students Who Are Advanced Learners.* Because these students are more likely to

1230   have a good command of plot elements, they may be encouraged, after the teacher

1231   has determined the extent of their competence, to work with examples in which

1232   conflict and resolution are more subtle. Note that high-achieving students may be

1233   given opportunities to interact with each other in homogeneous cooperative groups.

1234   Advanced learners may also occasionally serve from time to time as mentors in

1235   mixed-ability groups. These students may read stories above their grade level that

1236   have more sophisticated plots (e.g., stories based upon a psychological conflict

1237   within

1238   a single character.) Note that creating a good plot can be challenging for any

1239   student at any level. (One form of professional writer's block is the inability to come

1240   up with a satisfying plot resolution.)

1241   Although advanced learners should be challenged, the teacher should base

1242   expectations for achievement on observed performance and information gained

1243   from periodic teacher-student conferences regarding the difficulty of the material,

1244   the pacing, and the level of student motivation.

1245   ### English Learners

1246   3. *Students Who Are English Learners.* In classes with English learners, teachers

1247   should consider reading aloud from one or two of the models used to teach

1248   fundamental plot elements. The students may experience no difficulty in learning

1249   plot elements conceptually but may be limited in their ability to comprehend the

1250   written material and express their conceptual knowledge in writing. To assist

1251   English learners in their work, teachers should:

1252   a. Simplify the task for English learners by focusing more attention initially on the

1253   plot elements in a narrative composition and less on other aspects of writing.

1254   b. Note that although all students have difficulty in focusing on all aspects of written

1255   discourse at once, English learners especially may need additional time to

1256   complete tasks and additional practice.

1257   c. Teach students how to switch between past and present tenses to develop

1258   narrative plots. ("This is a story about a girl who fell in love with a toad.")

1259   d. Provide corrective feedback to students on their compositions to help them with

1260   standard English conventions. The feedback needs to be shaped to the specific

1261   needs of English learners and should always be presented gently and positively.

1262   e. Encourage English learners to practice their English-speaking skills. They should

1263   be allowed to practice their oral presentations before presenting them in class

1264   and should be allowed to use visual aids as prompts if necessary.

1265

1266   **Instructional Materials**

1267   Instructional materials should supply teachers with instructional strategies, procedural

1268   facilitators, and the types of model text described above. Relatively *poor* models—which

1269   are effective instructional tools—are not the types of discourse teachers can locate

1270   easily on their own. (However, teachers should consider using some anonymous

1271   examples of student writing from previous years.) Publishers should give special care to

1272   providing effective tools for teachers to help students with special needs.

1273 # Fifth GradeEnglish–Language Arts Content
1274 # Standards

1275 ## Reading

1276 **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

1277 Students use their knowledge of word origins and word relationships, as well as

1278 historical and literary context clues, to determine the meaning of specialized vocabulary

1279 and to understand the precise meaning of grade-level-appropriate words.

1280 **Word Recognition**

1281 1.1 Read aloud narrative and expository text fluently and accurately and with

1282   appropriate pacing, intonation, and expression.

1283 **Vocabulary and Concept Development**

1284 1.2 Use word origins to determine the meaning of unknown words.

1285 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

1286 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this

1287   knowledge to analyze the meaning of complex words (e.g., *controversial).*

1288 1.5 Understand and explain the figurative and metaphorical use of words in context.

1289 **2.0 Reading Comprehension (Focus on Informational Materials)**

1290 Students read and understand grade-level-appropriate material. They describe and

1291 connect the essential ideas, arguments, and perspectives of the text by using their

1292 knowledge of text structure, organization, and purpose. The selections in

1293 *Recommended Literature: Kindergarten Through Grade Twelve* (CDE, 2002) illustrate

1294 the quality and complexity of the materials to be read by students. In addition, by grade

1295 eight, students read one million words annually on their own, including a good

1296   representation of grade-level-appropriate narrative and expository text (e.g., classic and

1297   contemporary literature, magazines, newspapers, online information). In grade five,

1298   students make progress toward this goal.

1299   **Structural Features of Informational Materials**

1300   2.1   Understand how text features (e.g., format, graphics, sequence, diagrams,

1301   illustrations, charts, maps) make information accessible and usable.

1302   2.2   Analyze text that is organized in sequential or chronological order.

1303   **Comprehension and Analysis of Grade-Level-Appropriate Text**

1304   2.3   Discern main ideas and concepts presented in texts, identifying and assessing

1305   evidence that supports those ideas.

1306   2.4   Draw inferences, conclusions, or generalizations about text and support them with

1307   textual evidence and prior knowledge.

1308   **Expository Critique**

1309   2.5   Distinguish facts, supported inferences, and opinions in text.

1310   **3.0 Literary Response and Analysis**

1311   Students read and respond to historically or culturally significant works of literature.

1312   They begin to find ways to clarify the ideas and make connections between literary

1313   works. The selections in *Recommended Literature: Kindergarten Through Grade*

1314   *Twelve* (CDE, 2002) illustrate the quality and complexity of the materials to be read by

1315   students.

1316

1317

1318   **Structural Features of Literature**

1319   3.1   Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and

1320   explain the appropriateness of the literary forms chosen by an author for a specific

1321   purpose.

1322   **Narrative Analysis of Grade-Level-Appropriate Text**

1323   3.2   Identify the main problem or conflict of the plot and explain how it is resolved.

1324   3.3   Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and

1325   appearances of characters in a work of fiction and discuss the importance of the

1326   contrasts to the plot or theme.

1327   3.4   Understand that *theme* refers to the meaning or moral of a selection and recognize

1328   themes (whether implied or stated directly) in sample works.

1329   3.5   Describe the function and effect of common literary devices (e.g., imagery,

1330   metaphor, symbolism).

1331   **Literary Criticism**

1332   3.6   Evaluate the meaning of archetypal patterns and symbols that are found in myth

1333   and tradition by using literature from different eras and cultures.

1334   3.7   Evaluate the author's use of various techniques (e.g., appeal of characters in a

1335   picture book, logic and credibility of plots and settings, use of figurative language)

1336   to influence readers' perspectives.

1337   **Writing**

1338   **1.0 Writing Strategies**

1339   Students write clear, coherent, and focused essays. The writing exhibits the students'

1340   awareness of the audience and purpose. Essays contain formal introductions,

1341   supporting evidence, and conclusions. Students progress through the stages of the

1342   writing process as needed.

1343   **Organization and Focus**

1344   1.1   Create multiple-paragraph narrative compositions:

1345   a.   Establish and develop a situation or plot.

1346   b.   Describe the setting.

1347   c.   Present an ending.

1348   1.2   Create multiple-paragraph expository compositions:

1349   a.   Establish a topic, important ideas, or events in sequence or chronological

1350   order.

1351   b.   Provide details and transitional expressions that link one paragraph to

1352   another in a clear line of thought.

1353   c.   Offer a concluding paragraph that summarizes important ideas and details.

1354   **Research and Technology**

1355   1.3   Use organizational features of printed text (e.g., citations, end notes, bibliographic

1356   references) to locate relevant information.

1357   1.4   Create simple documents by using electronic media and employing organizational

1358   features (e.g., passwords, entry and pull-down menus, word searches, the

1359   thesaurus, spell checks).

1360   1.5   Use a thesaurus to identify alternative word choices and meanings.

1361   **Evaluation and Revision**

1362   1.6   Edit and revise manuscripts to improve the meaning and focus of writing by

1363   adding, deleting, consolidating, clarifying, and rearranging words and sentences.

1364

1365   **2.0 Writing Applications (Genres and Their Characteristics)**

1366   Students write narrative, expository, persuasive, and descriptive texts of at least 500 to

1367   700 words in each genre. Student writing demonstrates a command of standard

1368   American English and the research, organizational, and drafting strategies outlined in

1369   Writing Standard 1.0.

1370   Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

1371   2.1   Write narratives:

1372   a. Establish a plot, point of view, setting, and conflict.

1373   b. Show, rather than tell, the events of the story.

1374   2.2   Write responses to literature:

1375   a. Demonstrate an understanding of a literary work.

1376   a. Support judgments through references to the text and to prior knowledge.

1377   c. Develop interpretations that exhibit careful reading and understanding.

1378   2.3   Write research reports about important ideas, issues, or events by using the

1379   following guidelines:

1380   a. Frame questions that direct the investigation.

1381   b. Establish a controlling idea or topic.

1382   c. Develop the topic with simple facts, details, examples, and explanations.

1383   2.4   Write persuasive letters or compositions:

1384   a. State a clear position in support of a proposal.

1385   b. Support a position with relevant evidence.

1386   c. Follow a simple organizational pattern.

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1387   d. Address reader concerns.

1388   **Written and Oral English Language Conventions**

1389   The standards for written and oral English language conventions have been placed

1390   between those for writing and for listening and speaking because these conventions are

1391   essential to both sets of skills.

1392   **1.0 Written and Oral English Language Conventions**

1393   Students write and speak with a command of standard English conventions appropriate

1394   to this grade level.

1395   **Sentence Structure**

1396   1.1   Identify and correctly use prepositional phrases, appositives, and independent and

1397   dependent clauses; use transitions and conjunctions to connect ideas.

1398   **Grammar**

1399   1.2   Identify and correctly use verbs that are often misused (e.g., *lie/lay, sit/set,*

1400   *rise/raise*), modifiers, and pronouns.

1401   **Punctuation**

1402   1.3   Use a colon to separate hours and minutes and to introduce a list; use quotation

1403   marks around the exact words of a speaker and titles of poems, songs, short

1404   stories, and so forth.

1405   **Capitalization**

1406   1.4. Use correct capitalization.

1407   **Spelling**

1408   1.5   Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

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1410   ## Listening and Speaking

1411   **1.0 Listening and Speaking Strategies**

1412   Students deliver focused, coherent presentations that convey ideas clearly and relate to

1413   the background and interests of the audience. They evaluate the content of oral

1414   communication.

1415   **Comprehension**

1416   1.1   Ask questions that seek information not already discussed.

1417   1.2   Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

1418   1.3   Make inferences or draw conclusions based on an oral report.

1419   **Organization and Delivery of Oral Communication**

1420   1.4   Select a focus, organizational structure, and point of view for an oral presentation.

1421   1.5   Clarify and support spoken ideas with evidence and examples.

1422   1.6   Engage the audience with appropriate verbal cues, facial expressions, and

1423   gestures.

1424   **Analysis and Evaluation of Oral and Media Communications**

1425   1.7   Identify, analyze, and critique persuasive techniques (e.g., promises, dares,

1426   flattery, glittering generalities); identify logical fallacies used in oral presentations

1427   and media messages.

1428   1.8   Analyze media as sources for information, entertainment, persuasion,

1429   interpretation of events, and transmission of culture.

1430   **2.0 Speaking Applications (Genres and Their Characteristics)**

1431   Students deliver well-organized formal presentations employing traditional rhetorical

1432   strategies (e.g., narration, exposition, persuasion, description). Student speaking

1433   demonstrates a command of standard American English and the organizational and

1434   delivery strategies outlined in Listening and Speaking Standard 1.0.

1435   Using the speaking strategies of grade five outlined in Listening and Speaking Standard

1436   1.0, students:

1437   2.1   Deliver narrative presentations:

1438   a. Establish a situation, plot, point of view, and setting with descriptive words and

1439   phrases.

1440   b. Show, rather than tell, the listener what happens.

1441   2.2   Deliver informative presentations about an important idea, issue, or event by the

1442   following means:

1443   a. Frame questions to direct the investigation.

1444   b. Establish a controlling idea or topic.

1445   c. Develop the topic with simple facts, details, examples, and explanations.

1446   2.3   Deliver oral responses to literature:

1447   a. Summarize significant events and details.

1448   b. Articulate an understanding of several ideas or images communicated by the

1449   literary work.

1450   c. Use examples or textual evidence from the work to support conclusions.

1451 # Sixth Grade   Standards and Instruction

1452 In the sixth grade students focus on active engagement with the text. They are required

1453 to analyze, identify, define, explain, and critique rather than merely understand,

1454 describe, use, know, and distinguish as they were required to do in the fifth grade.

1455 However, the standards still require students to read aloud narrative and expository text

1456 fluently and accurately and with appropriate pacing, intonation, and expression.

1457   As in the fifth grade, an instructional priority in the sixth grade is an increased focus

1458 on advanced forms of evaluation in expository critique and literary criticism and

1459 advanced presentations on problems and solutions.

1460   The strands to be emphasized at the sixth-grade level are listed in the adjacent

1461 column under the appropriate domains.

1462   The following sections profile focus areas within each of the strands and identify

1463 content and instructional connections across domains, strands, and standards.

1464 ## Reading

1465 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1466 2.0 Reading Comprehension (Focus on Informational Materials)

1467 3.0 Literary Response and Analysis

1468 ## Writing

1469 1.0 Writing Strategies

1470 2.0 Writing Applications (Genres and Their Characteristics)

1471 ## Written and Oral English-Language Conventions

1472 1.0 Written and Oral English-Language Conventions

1473   **Listening and Speaking**

1474   1.0 Listening and Speaking Strategies

1475   2.0 Speaking Applications (Genres and Their Characteristics)

1476   **Reading** **Word Analysis, Fluency, and Systematic Vocabulary Development**

1477   **Word Recognition**

1478   The sixth-grade standards continue to focus on decoding words fluently and

1479   accurately. Students are required to read aloud narrative and expository text fluently

1480   and accurately, with appropriate pacing, intonation, and expression. As in the fourth and

1481   fifth grades, students not reading at grade level should receive continued systematic

1482   and explicit instruction in decoding or comprehension strategies or both. (See the

1483   fourth-grade section on reading for a discussion of systematic, explicit instruction in

1484   reading.)

1485   **Vocabulary and Concept Development**

1486   The vocabulary and concept development standards for the sixth grade shift from a

1487   focus on word origins and roots and affixes derived from Greek and Latin to a focus on

1488   interpreting figurative language and recognizing meanings of frequently used foreign

1489   words with multiple meanings. In addition, students are required to understand and

1490   explain shades of meaning in related words (e.g., *softly* and *quietly*).

1491   As in the fourth and fifth grades, students should continue to engage in extensive

1492   independent reading as the primary means for increasing vocabulary knowledge. They

1493   must continue to be given ample opportunities and encouragement to read. Vocabulary

1494   instruction must still be systematic (see the vocabulary guidelines for the fourth grade).

1495   Instruction in word derivation should be a common component of instruction across the

1496 academic year, emphasizing and coordinating vocabulary analysis with words students

1497 will encounter in the instructional materials they read. In an effort to increase the

1498 likelihood that students will retain vocabulary, words that have been studied previously

1499 should be interspersed in instructional materials and lessons.

1500 **Reading Reading Comprehension (Focus on Informational Materials)**

1501   The sixth-grade standards require students to (1) identify the structural features of the

1502 popular media (e.g., news-papers, magazines, on-line information) and use those

1503 features to obtain information; and (2) analyze instructional materials that use a

1504 compare-and-contrast organizational pattern. In addition, comprehension strategies

1505 include (1) connecting and clarifying main ideas and identifying their relationships to

1506 other sources and related topics; (2) clarifying the understanding of instructional

1507 materials by creating outlines, logical notes, summaries, or reports; and (3) following

1508 multiple-step instructions for preparing applications (e.g., for a public library card, bank

1509 savings account, sports club or league membership). Expository critique continues at

1510 this level and requires students, for example, to determine the adequacy and

1511 appropriateness of evidence for an author's conclusions and to note instances of

1512 unsupported inferences, fallacious reasoning, unreasonable persuasion, and

1513 propaganda in instructional materials.

1514   The advanced form of expository critique at this level relies heavily on students'

1515 prerequisite skills in identifying adequate and appropriate evidence and distinguishing

1516 conclusions substantiated with ample and appropriate evidence from those not

1517 substantiated. The teacher should initially model multiple examples for which the

1518 students evaluate the evidence to support conclusions. The examples should contain

1519 evidence clearly appropriate or inappropriate and progress to evidence more subtle and

1520   complex. After the teacher's modeling has been completed, the students can work in

1521   pairs or cooperative groups to evaluate the validity of conclusions. Independent practice

1522   should be the culminating assignment.

1523   The reading-comprehension strategy described previously (see the fifth-grade

1524   Reading Comprehension Strand 2.0) may be extended effectively to the sixth grade with

1525   more complex narrative and informational texts.

1526   **Reading** **Literary Response and Analysis**

1527   Literary response and analysis in the sixth grade should extend the strategies

1528   described in the fifth grade (see story grammar strategies) to more complex narrative

1529   and informational text that allows students to:

1530   • Analyze the effect of qualities of character (e.g., courage or cowardice, ambition or

1531   laziness) on plot and resolution of conflict.

1532   • Analyze the influence of setting on the problem and its resolution.

1533   • Determine how tone or meaning is conveyed in poetry through word choice,

1534   figurative language, sentence structure, line length, punctuation, rhythm, repetition,

1535   and rhyme.

1536   • Identify the speaker and recognize the difference between first-person and third-

1537   person narration (e.g., autobiography compared with biography).

1538   • Identify and analyze features of themes conveyed through characters, actions, and

1539   images.

1540   • Explain the effects of common literary devices (e.g., symbolism, imagery,

1541   metaphor) in a variety of fictional and nonfictional texts.

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1542   Students are also required to evaluate the meaning of archetypal patterns and symbols

1543   and the author's use of various techniques (e.g., appeal of characters in a picture or

1544   book, logic and credibility of plots and settings) to influence the readers' perspectives.

1545   Although the element of *theme* has been an instructional focus for several grades, it

1546   remains a difficult concept that requires systematic instruction. Using characters' actions

1547   as evidence of a theme, for example, will require explicit instruction and prompting

1548   initially (directing students to read for how the character's actions influence the story).

1549   Students will need to learn to document character actions by reading and analyzing

1550   several examples under teacher-guided conditions. Once students become familiar with

1551   the requirements of this analysis, they can conduct analyses independently. They

1552   should also work with poetry, determining how tone or meaning is conveyed through

1553   word choice, figurative language, sentence structure, line length, punctuation, rhythm,

1554   repetition, and rhyme.

1555   The general instructional guidelines specified for the literary response and analysis

1556   strand in the fourth grade are also appropriate here (see the overview for the fourth

1557   grade).

1558   **Writing   Writing Strategies**

1559   **Organization and Focus**

1560   When students advance to the sixth grade, they also advance their writing to (1)

1561   selecting forms of writing that best suits the intended purpose; (2) creating multiple-

1562   paragraph expository compositions; and (3) using a variety of effective and coherent

1563   organizational patterns, including comparison and contrast; organization by categories;

1564   and arrangement by spatial order, order of importance, or climactic order.

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1565   Because the requirements of this strand are complex, sixth-grade students should be

1566   eased into this complexity of writing forms, purposes, and organizational patterns. To

1567   ensure that all students are successful as they advance in more complex writing,

1568   teachers should:

1569   • Select clear examples or models of the different forms of writing (e.g.,

1570   autobiographical and persuasive writing) so that students are able to distinguish the

1571   features of each form. The examples selected to represent each form must not be

1572   overly complex or subtle or cluttered in purpose or structure.

1573   • Make explicit the specific purpose and intended audience for each of the different

1574   forms of writing. Provide ample opportunities for students to discern the specific

1575   purpose and intended audience for each form before requiring them to generate

1576   examples of each form of writing on their own.

1577   • Use an adequate number of examples of each different form of writing. The

1578   examples should reveal a modest range of the distinguishing features of each form

1579   (It is not essential initially to show students the full range of distinguishing features

1580   of each.)

1581   • Employ a teaching strategy (e.g., explicit modeling, think-aloud strategy, facilitative

1582   questioning strategy) that makes conspicuous for students the distinguishing

1583   features of each writing form.

1584   • Construct a review schedule that provides students with ample opportunities to

1585   revisit and reinforce the distinguishing features of each form.

1586   **Research and Technology**

1587   Research or information problem solving is an application of all of the language arts

1588   skills learned to date, especially reading comprehension (Eisenberg and Berkowitz,

1589   1990; Snow, 2002). Research is a recursive process in which the learner uses steps to

1590   access, evaluate, discard, select, and use information from multiple sources. Many

1591   models for the research process exist. Users must eventually construct their own mental

1592   model of the process as they use it (Loertscher, 1998). Students prepare formal

1593   documents (e.g., term papers or research reports) in response to assignments and may

1594   also use research in formal debates or multimedia presentations. The skills students

1595   learn as they master standards in this strand relate directly to career preparation in a

1596   variety of fields.

1597   Students must learn to use organizational features of electronic text (e.g., Internet

1598   searches, databases, keyword searches, E-mail addresses) to locate relevant

1599   information. They must learn to compose documents with appropriate formatting (e.g.,

1600   margins, tabs, spacing, columns, page orientation), using their word-processing skills

1601   (Snow, 2002).

1602   Teaching students the organizational features of electronic text for locating

1603   information and creating documents is potentially a troublesome task for at least two

1604   reasons. First, the software features and requirements of electronic text vary greatly—

1605   from a library database to Web sites on the Internet to a word-processing document.

1606   Second, many features of an electronic text involve functions (e.g., keyword searches

1607   using a find command) or other features (e.g., e-mail addresses) not technically part of

1608   an electronic text. The electronic text environment must be simplified significantly if

1609   students are to learn about the organizational features of electronic text (Biancarosa

1610   and Snow, 2004; Snow, 2002).

1611   Teachers should work with library media teachers to ease students into this complex

1612   computer-based, electronic text environment by:

1613   • Teaching students about different electronic sources available to them in their

1614   classroom, school library, and community libraries or computer centers and labs

1615   (e.g., CD-ROM encyclopedias and dictionaries, library databases, other online

1616   databases, newsgroups, web pages)

1617   • Teaching students the names, purposes, methods, and limitations of different

1618   electronic sources (e.g., automated library catalog, web sites, e-mail)

1619   • Teaching students the methods necessary for using electronic sources, such as

1620   navigating within one source and searching one source or a database for a specific

1621   topic before searching in multiple sources and for multiple topics

1622   • Providing students ample opportunities to explore and learn in one type of

1623   electronic text, such as the automated library catalog or electronic magazine

1624   indexing before introducing another type of electronic text

1625   • Selecting and establishing access for all students to one type of electronic text

1626   (e.g., automated library catalog)

1627   • Creating a clearly defined task with specific objectives and outcomes to ensure that

1628   students will gain appropriate experience from working in the electronic text (e.g.,

1629   automated library catalog).

1630   • Ensuring that students have the prerequisite knowledge, skills, and experience with

1631   the computer environment to benefit from working tasks specific to the research

1632   and technology standards

1633   Learning to use a word-processing program to compose documents requires that

1634   students understand the basics of operating the computer system they will be using at

1635   school and, it is hoped, at home as well. The instructional guidelines for teaching sixth-

1636   grade students to compose documents with appropriate formatting by using word-

1637   processing skills and principles of design (e.g., margins, tabs, spacing, columns, page

1638   orientation) include, for example, teaching students to:

1639   • Open existing files, save files, and create new files in the word-processing program

1640   they will use most frequently.

1641   • Understand the basics of navigation, text manipulation, and editing within the word

1642   processor, including use of (1) the control to change the location of the cursor,

1643   highlight text, or access menus, commands, and icons; (2) navigation keys, such as

1644   the page up, page down, and arrow keys; (3) common commands on the keyboard

1645   (e.g., typing control and the letter *S* to save a document); and (4) copy, cut, and

1646   paste command functions for text manipulation and editing. Show students how to

1647   manipulate, create, and edit documents before teaching them to format documents.

1648   Easier formatting techniques include line and paragraph spacing; bold, italics, and

1649   underlining; and different fonts and font sizes. Formatting techniques of midlevel

1650   difficulty include margins, page numbers, tabs, and page breaks. Advanced

1651   formatting techniques include insertion of tables, embedded objects, borders and

1652   shading, and automatic bulleted lists.

1653   • Use the spelling and grammar checks judiciously and wisely. For example,

1654   students should learn not to depend solely on the word-processing functions.

1655   Examples of errors that would pass a spelling and grammar check but would be

1656   caught by a proofreader should be used to demonstrate the limits of those

1657   functions.

1658 ### Evaluation and Revision

1659   Students are expected to continue to revise their writing to improve the organization

1660 and consistency of ideas within and between paragraphs. This instruction should take

1661 place throughout the year as students progress from easy text to more complex forms

1662 of composition. In addition, a specific part of a period each day should be devoted to

1663 revising and editing written compositions.

1664 ### Writing   Writing Applications (Genres and Their Characteristics)

1665   As in the fifth grade, students in the sixth grade are expected to write narrative,

1666 expository, persuasive, and descriptive texts (e.g., responses to literature and research

1667 reports about important ideas, issues, or events) of at least 500 to 700 words in each

1668 genre and continue to demonstrate a command of standard English.

1669   A new requirement in the sixth-grade standards is writing expository compositions

1670 (e.g., description, explanation, comparison and contrast, problem and solution).

1671 Students must (1) state their thesis or purpose; (2) explain the situation; (3) follow an

1672 organizational pattern appropriate to the type of composition; and (4) offer persuasive

1673 evidence to validate arguments and conclusions as needed.

1674   Instructional guidelines for writing expository compositions include:

1675   1. Introducing and teaching one type of expository composition at a time

1676   2. Selecting clear and appropriate examples of each type of expository composition,

1677   including examples of students' writing to use as models

1678   3. Using a think sheet or note sheet to provide an outline for learning the essential

1679   structure of each type of expository composition

1680   4. Reading and summarizing the important information in one type of expository text

1681   (e.g., a social studies text involving a problem and solution) by using a think sheet

1682   or note sheet before writing the specific type of expository composition

1683   5. Establishing a process to provide students with sufficient comments and feedback

1684   for their expository compositions, such as a partner system for editing that uses an

1685   editing checklist on selected assignments and teacher comments on others

1686   **Written and Oral English-Language Conventions**

1687   Students are expected to have a command of English-language conventions,

1688   including sentence structure (e.g., simple, compound, complex, and compound-complex

1689   sentences); grammar (e.g., identifying and using indefinite pronouns and present

1690   perfect, past perfect, and future perfect tenses); punctuation (e.g., using colons,

1691   semicolons, and commas correctly in contexts); capitalization; and spelling.

1692   **Listening and Speaking**   **Listening and Speaking Strategies**

1693   As in the fourth and fifth grades, students in the sixth grade listen critically and

1694   respond appropriately to oral communications. However, sixth graders are also

1695   expected to deliver focused, coherent presentations. They continue to be engaged as

1696   listeners and speakers and

1697   (1) relate the speaker's verbal communication to the nonverbal message; (2) identify the

1698   tone, mood, and emotion conveyed in the oral communication; and (3) restate and

1699   execute multiple-step oral instructions and directions.

1700   The standards for the organization and delivery of oral communication are both

1701   similar to those for the fourth and fifth grades (e.g., select a focus, an organizational

1702   structure, and a point of view for an oral presentation) and different (e.g., emphasize

1703   salient points to assist the listener; support opinions with detailed evidence; use

1704   effective rate, volume, pitch, and tone; and align nonverbal elements to sustain

1705   audience interest and attention). Students are also expected to analyze the use of

1706   rhetorical devices (e.g., cadence, repetitive patterns, onomatopoeia) for intent and

1707   effect. Finally, they are to identify persuasive and propaganda techniques used in

1708   television programs and identify false and misleading information.

1709   To identify techniques of persuasion and propaganda, students must learn their basic

1710   structure through observation of models and instruction by the teacher. The basic

1711   elements of persuasive argument (thesis, support for argument or thesis, counter

1712   arguments to rebut alternative positions on a topic) are used in written and oral

1713   discourse. By addressing the structural elements in writing and listening to persuasive

1714   arguments, the teacher can make instruction effective.

1715   **Listening and Speaking   Speaking Applications (Genres and Their**

1716   **Characteristics)**

1717   Sixth-grade students are expected to deliver well-organized formal presentations

1718   employing traditional rhetorical strategies. Specifically, they are required to deliver

1719   narrative, informative, and persuasive presentations as well as oral responses to

1720   literature and presentations on problems and solutions.

1721   Students are expected to demonstrate a range of speaking skills and strategies that

1722   include establishing a context, plot, and point of view; posing relevant questions

1723   sufficiently limited in scope to be competently and thoroughly answered; developing an

1724   interpretation exhibiting careful reading, understanding, and insight; engaging the

1725   listener and fostering acceptance of the proposition or proposal; and theorizing on the

1726   causes and effects of a problem and establishing connections between the defined

1727   problem and at least one solution.

1728   **Content and Instructional Connections**

1729   The teacher can help students integrate mastery of standards across domains,

1730   strands, and academic disciplines by having students:

1731   1. Read aloud narrative and expository text fluently and accurately, with appropriate

1732   pacing, intonation, and expression.

1733   2. Use opportunities for narrative reading to identify and interpret figurative language

1734   and words with multiple meanings.

1735   3. Make connections between main ideas and their relationships to other sources

1736   and related topics. They should be able to demonstrate that the connections and

1737   relationships are found in different forms of fiction or expository text, such as

1738   students' sixth-grade history–social science or science instructional materials.

1739   4. Select a form of writing (e.g., personal letter, letter to the editor, review, poem,

1740   narrative, report on a historical figure or scientific phenomenon) and demonstrate

1741   how it best suits the intended purpose.

1742   5. Use organizational features of electronic text (e.g., bulletin boards, databases,

1743   keyword searches, e-mail addresses) to locate information related to history or

1744   science standards.

1745   Please see Appendix B for examples of standards that span domains and strands.

1746 # Sixth Grade   Curricular and Instructional
1747 # Profile

1748 ## Writing Standard 2.3

1749 DOMAIN

1750 Writing

1751 STRAND

1752 2.0   Writing applications (genres and their characteristics)

1753 SUBSTRAND

1754 STANDARD

1755 2.3   Write research reports.

1756 *Corequisite standards.* Sixth-Grade Writing Strategies Standards 1.2, 1.3, 1.4 1.5, 1.6.

1757 Standard 1.2: Create multiple-paragraph expository compositions.

1758 Standard 1.3: Use a variety of effective and coherent organizational patterns.

1759 Standard 1.4: Use organizational features of electronic text.

1760 Standard 1.5: Compare documents with appropriate formatting by using word-

1761 processing skills and principles of design.

1762 Standard 1.6: Revise writing to improve the organization and consistency of ideas within

1763 and between paragraphs.

1764 ## Curricular and Instructional Decisions

1765 ### Instructional Objectives

1766 Write research reports that:

1767   1. Pose relevant questions and are sufficiently narrow in scope.

1768   2. Offer support from several authoritative sources.

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1769   3. Include a bibliography.

1770   **Instructional Design**

1771   The sixth grade is the first level at which the standards require students to read and

1772   create informational discourse supported by references. Students are required to do

1773   so—at increasing levels of sophistication—in grades seven through twelve, making the

1774   instruction they receive in the sixth grade the foundation for much of their language arts

1775   work throughout the rest of their school years.

1776   The transition to expository writing based on outside sources is often difficult for

1777   students. Although sixth-grade students may know how to use reference materials (e.g.,

1778   encyclopedias, online resources), they may not know how to read and take notes from

1779   those materials in a way that facilitates writing research reports. (If students do not

1780   know how to use reference materials, they should be given direct instruction so that

1781   they can satisfy this important prerequisite. The library media teacher should be a

1782   willing partner in this process.) The following guidelines can help reduce that difficulty

1783   and make research writing successful for more students:

1784   1. When reading reference materials, students should:

1785   a. Write all bibliographic information for a source on index cards. Make sure that all

1786   necessary information is noted. Then number the cards. The information does

1787   not have to be put in a particular style at this point.

1788   b. Make a separate index card for each important point in the source. Place direct

1789   quotations in quotation marks. Write on each card the bibliographic number of

1790   the source for the notes.

1791   c. Repeat this process for a number of sources.

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1792 2. Begin outlining as usual during this prewriting phase. Locate source cards that

1793   support each entry in the outline. Create piles of source cards according to the

1794   entries.

1795 3. Elaborate on the outline by ordering source cards for each entry and indicating their

1796   order on the outline. Cards can now be coded by using a system, such as point I,

1797   card 1; point II, card 3; and so on.

1798 4. During this prewriting phase, the students should make decisions about whether

1799   their topic is too broad or too narrow. They are likely to find that they do not need

1800   some of the sources for some points and need a few more sources for other points.

1801 5. The key to writing a good research report lies in doing extensive preparation as

1802   shown. Once the teacher is convinced that the students are well prepared, the

1803   students should begin drafting and working reiteratively through the phases of the

1804   writing process.

1805 6. Instruction on how to incorporate source material into text should be overt. The

1806   students need to know that they may state someone else's point of view in their

1807   own words but must credit the source.

1808 7. Once the students know which sources are to be used in their report, they should

1809   go back to their bibliographic cards and order the entries according to a formal

1810   style. (See, for example, the guidelines published by the Modern Language

1811   Association or the American Psychological Association. Or perhaps the school has

1812   adopted a style to be used.) Bibliographic formats may often appear to be

1813   senseless to students. The teacher should instruct the students to use a style book

1814   and should demonstrate some of the major bibliographic formats and the rationale

1815   behind bibliographies. Discuss, for example, the difficulties the students would have

1816   in trying to find sources if bibliographic entries were incomplete.

1817   8. Instruction should incorporate other related language arts standards into the

1818   instruction on research writing. (Writing Strategies Standards 1.2, 1.3, 1.4, 1.6;

1819   Listening and Speaking Standard 2.2; Reading Standards 2.4, 2.7. The content

1820   standards for history–social science, science, and mathematics are rich sources of

1821   topics for research reports.)

1822   **Instructional Delivery**

1823   Many of the concepts and procedures used in research writing are new to sixth-grade

1824   students. Carefully delivered instruction over a long period of time is the key to teaching

1825   the concepts and procedures effectively, ensuring that students will have a strong

1826   foundation for coming school years.

1827   1. The guidelines listed previously suggest a great deal more teacher-student

1828   interaction than do most traditional approaches to instruction in writing research

1829   reports. Teachers and library media teachers should model strategies such as

1830   those described and then closely monitor student progress through the application

1831   of each strategy, giving feedback and additional assistance when required.

1832   2. A good scaffolding device to help students acquire mastery of research writing is

1833   initially to have groups work together in writing a single research report. To do so

1834   reduces considerably the need for students to develop a topic, find sources, record

1835   information on cards, organize, and create formal bibliographies. If this approach is

1836   used, however, students should also write individual research reports after the

1837   successful completion of a group report. (Students can still work cooperatively on

1838   some aspects of individual reports, such as revising or editing.)

1839   **Assessment**

1840   **Entry-Level Assessment**

1841   1. *Entry-Level Assessment for Instructional Planning.* Students must know how to find

1842   and use reference materials as a prerequisite to meaningful instruction in writing

1843   research reports. Before beginning such instruction, the teacher should work with

1844   the library media teacher to develop an assignment for assessing students'

1845   proficiency in using source material. The students are asked to write a report that

1846   requires them to find answers to factual questions (e.g., finding three or four

1847   different sources telling how the American explorer Meriwether Lewis died). Such

1848   sources might include an encyclopedia, a book on Lewis and Clark, an Internet

1849   search, and a query to the Lewis and Clark Museum in St. Louis.

1850   **Monitoring Student Progress**

1851   2. *Monitoring Student Progress Toward the Instructional Objective.* Adhering to the

1852   clear stages of instruction, such as those listed previously for developing index

1853   cards, provides an opportunity to assess incrementally students' progress toward

1854   the research report standard. The teacher should adjust instruction according to the

1855   results of assessment. For instance, if the students have not located and

1856   catalogued an adequate number of sources prior to prewriting, instruction should

1857   be postponed briefly while the teacher gives further assistance and guidance in

1858   using source material.

1859

1860 ## Post-test Assessment

1861   3. *Post-test Assessment Toward the Standard.* A final research report presented in

1862   manuscript form is the best and most direct assessment for this standard. The

1863   individually written report, rather than a group report, serves as the summative

1864   evaluation tool.

1865 ## Universal Access

1866 ## Reading Difficulties or Disabilities

1867   1. *Students with Reading Difficulties or Disabilities.* The recommended

1868   accommodation for these students is access to the regular language arts

1869   curriculum through careful, systematic instruction in key concepts and strategies,

1870   such as those described previously. In addition, these students may require

1871   additional teacher or peer support (or both) with difficult procedures, such as

1872   developing a well-organized outline and organizing index cards to fit the outline. In

1873   addition, topics for students may vary, allowing research on topics that are more

1874   familiar.

1875 ## Advanced Learners

1876   2. *Students Who Are Advanced Learners.* Instruction can be differentiated for these

1877   students by:

1878   a. Assisting them in their development of higher-level research questions based on

1879   key words from taxonomies of thinking skills

1880   b. Directing them to more sophisticated and specialized source material (through

1881   the library media teacher)

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1882   c. Encouraging them to incorporate more advanced elements into their reports

1883   (such as those found in the standards for higher grade levels)

1884   *Note:* These students require knowledge of the fundamentals of writing research

1885   reports, as do other students, and sometimes need assistance in finding closure on a

1886   project because of propensity to explore topics in great depth.

1887   **English Learners**

1888   3. *Students Who Are English Learners.* Although all writing assignments are likely to

1889   be challenging for English learners, research reports may be especially difficult,

1890   given the additional requirements of reading source materials and cataloguing the

1891   results for planning purposes. Accordingly, the teacher may wish to:

1892   a. Direct English learners to source materials written at a level they can manage.

1893   b. Use clear, simple instructional language to teach the basic concepts and

1894   procedures of research report writing. During any cooperative learning sessions,

1895   care should be taken to distribute English learners among the groups.

1896   c. Provide English learners with feedback at every stage of developing their

1897   research reports. They need guidance in organizing, finding reference materials,

1898   and revising and editing.

1899   d. Expose English learners to several models of the types of research reports they

1900   are expected to write.

1901   e. Provide additional instruction in how to incorporate quotations and citations into

1902   their reports appropriately.

1903   f. Assess English learners at every stage of the research report. Editing is an

1904   important stage that teachers often overlook, partly because of the grammar

1905   mistakes they make and partly because it is the last stage in the research report

1906   process. Teachers need to make sure that they save time to assess this stage

1907   along with the other important stages of the research report.

1908   **Instructional Materials**

1909   Instructional materials should include a liberal quantity of material that teachers can use

1910   to teach concepts and procedures for research report writing. For instance, instructional

1911   materials should include detailed examples of developing index cards or another

1912   systematic approach to creating bibliographies. They should also include detailed

1913   guides to resources particularly useful for this standard (such as web sites or references

1914   written below grade level for English learners and students who have reading

1915   difficulties).

1916 # Sixth Grade   English–Language Arts Content
1917 # Standards

1918 **Reading**

1919 **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

1920 Students use their knowledge of word origins and word relationships, as well as

1921 historical and literary context clues, to determine the meaning of specialized vocabulary

1922 and to understand the precise meaning of grade-level-appropriate words.

1923 **Word Recognition**

1924 1.1 Read aloud narrative and expository text fluently and accurately and with

1925   appropriate pacing, intonation, and expression.

1926 **Vocabulary and Concept Development**

1927 1.2 Identify and interpret figurative language and words with multiple meanings.

1928 1.3 Recognize the origins and meanings of frequently used foreign words in English

1929   and use these words accurately in speaking and writing.

1930 1.4 Monitor expository text for unknown words or words with novel meanings by using

1931   word, sentence, and paragraph clues to determine meaning.

1932 1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and

1933   *quietly*).

1934 **2.0 Reading Comprehension (Focus on Informational Materials)**

1935 Students read and understand grade-level-appropriate material. They describe and

1936 connect the essential ideas, arguments, and perspectives of the text by using their

1937 knowledge of text structure, organization, and purpose. The selections in

1938 *Recommended Literature: Kindergarten Through Grade Twelve* (CDE, 2002) illustrate

1939   the quality and complexity of the materials to be read by students. In addition, by grade

1940   eight, students read one million words annually on their own, including a good

1941   representation of grade-level-appropriate narrative and expository text (e.g., classic and

1942   contemporary literature, magazines, newspapers, online information). In grade six,

1943   students continue to make progress toward this goal.

1944   **Structural Features of Informational Materials**

1945   2.1   Identify the structural features of popular media (e.g., newspapers, magazines,

1946   online information) and use the features to obtain information.

1947   2.2   Analyze text that uses the compare-and-contrast organizational pattern.

1948   **Comprehension and Analysis of Grade-Level-Appropriate Text**

1949   2.3   Connect and clarify main ideas by identifying their relationships to other sources

1950   and related topics.

1951   2.4   Clarify an understanding of texts by creating outlines, logical notes, summaries, or

1952   reports.

1953   2.5   Follow multiple-step instructions for preparing applications (e.g., for a public library

1954   card, bank savings account, sports club, league membership).

1955   **Expository Critique**

1956   2.6   Determine the adequacy and appropriateness of the evidence for an author's

1957   conclusions.

1958   2.7   Make reasonable assertions about a text through accurate, supporting citations.

1959   2.8   Note instances of unsupported inferences, fallacious reasoning, persuasion, and

1960   propaganda in text.

1961

1962   **3.0   Literary Response and Analysis**

1963   Students read and respond to historically or culturally significant works of literature that

1964   reflect and enhance their studies of history and social science. They clarify the ideas

1965   and connect them to other literary works. The selections in *Recommended Literature:*

1966   *Kindergarten Through Grade Twelve* (CDE, 2002) illustrate the quality and complexity of

1967   the materials to be read by students.

1968   **Structural Features of Literature**

1969   3.1   Identify the forms of fiction and describe the major characteristics of each form.

1970   **Narrative Analysis of Grade-Level-Appropriate Text**

1971   3.2   Analyze the effect of the qualities of the character (e.g., courage or cowardice,

1972   ambition or laziness) on the plot and the resolution of the conflict.

1973   3.3   Analyze the influence of setting on the problem and its resolution.

1974   3.4   Define how tone or meaning is conveyed in poetry through word choice, figurative

1975   language, sentence structure, line length, punctuation, rhythm, repetition, and

1976   rhyme.

1977   3.5   Identify the speaker and recognize the difference between first- and third-person

1978   narration (e.g., autobiography compared with biography).

1979   3.6   Identify and analyze features of themes conveyed through characters, actions, and

1980   images.

1981   3.7   Explain the effects of common literary devices (e.g., symbolism, imagery,

1982   metaphor) in a variety of fictional and nonfictional texts.

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1984

1985   **Literary Criticism**

1986   3.8   Critique the credibility of characterization and the degree to which a plot is

1987   contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

1988   **Writing**

1989   **1.0   Writing Strategies**

1990   Students write clear, coherent, and focused essays. The writing exhibits students'

1991   awareness of the audience and purpose. Essays contain formal introductions,

1992   supporting evidence, and conclusions. Students progress through the stages of the

1993   writing process as needed.

1994   **Organization and Focus**

1995   1.1   Choose the form of writing (e.g., personal letter, letter to the editor, review, poem,

1996   report, narrative) that best suits the intended purpose.

1997   1.2   Create multiple-paragraph expository compositions:

1998   a. Engage the interest of the reader and state a clear purpose.

1999   b. Develop the topic with supporting details and precise verbs, nouns, and

2000   adjectives to paint a visual image in the mind of the reader.

2001   c. Conclude with a detailed summary linked to the purpose of the composition.

2002   1.3   Use a variety of effective and coherent organizational patterns, including

2003   comparison and contrast; organization by categories; and arrangement by spatial

2004   order, order of importance, or climactic order.

2005   **Research and Technology**

2006   1.4   Use organizational features of electronic text (e.g., bulletin boards, databases,

2007   keyword searches, e-mail addresses) to locate information.

2008   1.5   Compose documents with appropriate formatting by using word-processing skills

2009   and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

2010   **Evaluation and Revision**

2011   1.6   Revise writing to improve the organization and consistency of ideas within and

2012   between paragraphs.

2013   **2.0   Writing Applications (Genres and Their Characteristics)**

2014   Students write narrative, expository, persuasive, and descriptive texts of at least 500 to

2015   700 words in each genre. Student writing demonstrates a command of standard

2016   American English and the research, organizational, and drafting strategies outlined in

2017   Writing Standard 1.0.

2018   Using the writing strategies of grade six out-lined in Writing Standard 1.0, students:

2019   2.1   Write narratives:

2020   a. Establish and develop a plot and setting and present a point of view that is

2021   appropriate to the stories.

2022   b. Include sensory details and concrete language to develop plot and character.

2023   c. Use a range of narrative devices (e.g., dialogue, suspense).

2024   2.2   Write expository compositions (e.g., description, explanation, comparison and

2025   contrast, problem and solution):

2026   a. State the thesis or purpose.

2027   b. Explain the situation.

2028   c. Follow an organizational pattern appropriate to the type of composition.

2029   d. Offer persuasive evidence to validate arguments and conclusions as needed.

2030   2.3   Write research reports:

2031   a. Pose relevant questions with a scope narrow enough to be thoroughly covered.

2032   b. Support the main idea or ideas with facts, details, examples, and explanations

2033   from multiple authoritative sources (e.g., speakers, periodicals, online

2034   information searches).

2035   c. Include a bibliography.

2036   2.4   Write responses to literature:

2037   a. Develop an interpretation exhibiting careful reading, understanding, and insight.

2038   b. Organize the interpretation around several clear ideas, premises, or images.

2039   c. Develop and justify the interpretation through sustained use of examples and

2040   textual evidence.

2041   2.5   Write persuasive compositions:

2042   a. State a clear position on a proposition or proposal.

2043   b. Support the position with organized and relevant evidence.

2044   c. Anticipate and address reader concerns and counterarguments.

2045   **Written and Oral English Language Conventions**

2046   The standards for written and oral English language conventions have been placed

2047   between those for writing and for listening and speaking because these conventions are

2048   essential to both sets of skills.

2049   **1.0 Written and Oral English Language Conventions**

2050   Students write and speak with a command of standard English conventions appropriate

2051   to this grade level.

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2053

2054 **Sentence Structure**

2055 1.1   Use simple, compound, and compound-complex sentences; use effective

2056   coordination and subordination of ideas to express complete thoughts.

2057 **Grammar**

2058 1.2   Identify and properly use indefinite pronouns and present perfect, past perfect, and

2059   future perfect verb tenses; ensure that verbs agree with compound subjects.

2060 **Punctuation**

2061 1.3   Use colons after the salutation in business letters, semicolons to connect

2062   independent clauses, and commas when linking two clauses with a conjunction in

2063   compound sentences.

2064 **Capitalization**

2065 1.4   Use correct capitalization.

2066 **Spelling**

2067 1.5   Spell frequently misspelled words correctly (e.g., *their, they're, there*).

2068 **Listening and Speaking**

2069 **1.0   Listening and Speaking Strategies**

2070 Students deliver focused, coherent presentations that convey ideas clearly and relate to

2071 the background and interests of the audience. They evaluate the content of oral

2072 communication.

2073 Comprehension

2074 1.1   Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone)

2075   to the nonverbal message (e.g., posture, gesture).

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2076   1.2   Identify the tone, mood, and emotion conveyed in the oral communication.

2077   1.3   Restate and execute multiple-step oral instructions and directions.

2078   **Organization and Delivery of Oral Communication**

2079   1.4   Select a focus, an organizational structure, and a point of view, matching the

2080   purpose, message, occasion, and vocal modulation to the audience.

2081   1.5   Emphasize salient points to assist the listener in following the main ideas and

2082   concepts.

2083   1.6   Support opinions with detailed evidence and with visual or media displays that use

2084   appropriate technology.

2085   1.7   Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain

2086   audience interest and attention.

2087   **Analysis and Evaluation of Oral and Media Communications**

2088   1.8   Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of

2089   onomatopoeia) for intent and effect.

2090   1.9   Identify persuasive and propaganda techniques used in television and identify false

2091   and misleading information.

2092   **2.0   Speaking Applications (Genres and Their Characteristics)**

2093   Students deliver well-organized formal presentations employing traditional rhetorical

2094   strategies (e.g., narration, exposition, persuasion, description). Student speaking

2095   demonstrates a command of standard American English and the organizational and

2096   delivery strategies outlined in Listening and Speaking Standard 1.0.

2097   Using the speaking strategies of grade six outlined in Listening and Speaking

2098   Standard 1.0, students:

2099   2.1   Deliver narrative presentations:

2100   a. Establish a context, plot, and point of view.

2101   b. Include sensory details and concrete language to develop the plot and character.

2102   c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

2103   2.2   Deliver informative presentations:

2104   a. Pose relevant questions sufficiently limited in scope to be completely and

2105   thoroughly answered.

2106   b. Develop the topic with facts, details, examples, and explanations from multiple

2107   authoritative sources (e.g., speakers, periodicals, online information).

2108   2.3   Deliver oral responses to literature:

2109   a. Develop an interpretation exhibiting careful reading, understanding, and insight.

2110   b. Organize the selected interpretation around several clear ideas, premises, or

2111   images.

2112   c. Develop and justify the selected interpretation through sustained use of

2113   examples and textual evidence.

2114   2.4   Deliver persuasive presentations:

2115   a. Provide a clear statement of the position.

2116   b. Include relevant evidence.

2117   c. Offer a logical sequence of information.

2118   d. Engage the listener and foster acceptance of the proposition or proposal.

2119   2.5   Deliver presentations on problems and solutions:

2120   a. Theorize on the causes and effects of each problem and establish connections

2121   between the defined problem and at least one solution.

2122   b. Offer persuasive evidence to validate the definition of the problem and the

2123   proposed solutions.

2124   # Seventh Grade Standards and Instruction

2125   The content standards for the seventh grade mark a distinctive transition from the sixth

2126   grade and the earlier grades in at least two important ways. First, the transition from

2127   learning to read to reading to learn is complete. By the time students enter the seventh

2128   grade, they should have mastered reading aloud narrative and expository text fluently

2129   and accurately, with appropriate pacing, intonation, and expression. For students who

2130   have not mastered the previous standard, intensive and systematic instruction in word

2131   recognition is imperative (Torgesen, 2001, 2002). To be able to provide such

2132   remediation, teachers may need additional training, for many seventh-grade teachers

2133   have not been trained to teach developmental reading skills (Tongneri and Anderson,

2134   2003).

2135   The second reason seventh-grade standards are distinctive is that they are decidedly

2136   more sophisticated, subtle, and intricate than those for previous grades. For example,

2137   students are required to identify and trace the development of an author's argument,

2138   write reports that use the formal research process, deliver persuasive oral presentations

2139   that employ well-articulated evidence, and analyze characterization as suggested

2140   through a character's thoughts, words, speech patterns, and actions. In some cases the

2141   standards are new and complex, such as the requirement to articulate the expressed

2142   purposes and characteristics of different forms of prose, including the short story, novel,

2143   novella, and essay.

2144   The strands to be emphasized at the seventh-grade level are listed below under the

2145   appropriate domains.

2146

2147   **Reading**

2148   1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2149   2.0 Reading Comprehension (Focus on Informational Materials)

2150   3.0 Literary Response and Analysis

2151   **Writing**

2152   1.0 Writing Strategies

2153   2.0 Writing Applications (Genres and Their Characteristics)

2154   **Written and Oral English-Language Conventions**

2155   1.0 Written and Oral English-Language Conventions

2156   **Listening and Speaking**

2157   1.0 Listening and Speaking Strategies

2158   2.0 Speaking Applications (Genres and Their Characteristics)

2159   The following sections profile focus areas within each of the strands and identify

2160   content and instructional connections across domains, strands, and standards.

2161   **Reading** **Word Analysis, Fluency, and Systematic Vocabulary Development**

2162   **Vocabulary and Concept Development**

2163   At this level the development of vocabulary used in literary works or seventh-grade

2164   content areas is emphasized. Students must also identify idioms, analogies, metaphors,

2165   and similes in prose and poetry and continue to clarify word meanings through

2166   definitions, examples, restatements, and contrasts.

2167   Extensive opportunities to read are essential to vocabulary development. A student's

2168   vocabulary typically doubles between the fourth grade and the eighth grade as a direct

2169   result of how much a student reads (Anderson, 1992; Beck, McKeown, and Kucan,

2170   2002; Stahl, 1999). The more students read, the more their vocabulary increases.

2171   Although extensive independent reading is the primary means of increasing vocabulary,

2172   a need for teacher-directed vocabulary instruction still exists (Beck, McKeown, and

2173   Kucan, 2002; Biemiller, 2001). New and important vocabulary should be taught and

2174   reviewed cumulatively and periodically during the school year. Without cumulative

2175   reviews and practice in context, vocabulary gains are likely to be temporary. Teachers

2176   should also provide students with opportunities to work with word derivations from

2177   Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments.

2178   **Reading Reading Comprehension (Focus on Informational Materials)**

2179   Although teachers have always taught reading-comprehension skills in relation to

2180   informational texts, the standards focus more attention on this aspect of the language

2181   arts curriculum, especially on expository rather than narrative reading. In the school

2182   setting informational texts are generally textbooks or reference works but can also

2183   include magazines, newspapers, online information, instructional manuals, consumer

2184   workplace and public documents, signs, and selections listed in *Recommended*

2185   *Literature: Kindergarten Through Grade Twelve* (CDE, 2002). Instructional strategies

2186   used to help students comprehend informational materials are often different for literary

2187   texts. In a departmentalized school, responsibility for improving the reading

2188   comprehension of instructional materials should be shared with teachers of all subjects,

2189   particularly teachers of history–social science and science (Biancarosa and Snow,

2190   2004; Snow, 2002).

2191   Strategies for comprehending informational materials in the seventh grade are

2192   focused on (1) use and analysis of categories of informational materials (e.g., consumer

2193   and workplace documents, textbooks, newspapers, instructional manuals); and (2)

2194   assessment of an author's argument (Higgins, Boone, and Lovitt, 2001). Because both

2195   standards involve a cluster of challenging skills, systematic instruction and ample

2196   practice are required to become proficient. Instructional guidelines for evaluating an

2197   author's argument include:

2198   • Selecting and using, during initial instruction, examples of an author's arguments

2199   that are not complex and sophisticated but simple and straightforward

2200   • Providing students with a procedural facilitator, such as a think sheet that maps for

2201   students the basic structure of an argument (e.g., the main problem, the author's

2202   position, statements in support of the author's position, statements against the

2203   author's position) and allows them to record and map the author's argument

2204   • Scheduling ample opportunities throughout the year for students to read

2205   increasingly more complex arguments

2206   • Providing systematic feedback to students on their analysis and evaluation of an

2207   author's arguments

2208   • Integrating the evaluation of an author's arguments in reading-comprehension

2209   activities with writing activities in which students develop their own arguments

2210   about a particular topic of interest

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2215   **Reading** **Literary Response and Analysis**

2216   The increased sophistication and intricacy of the standards are readily apparent in the

2217   literary response and analysis strand. For example, students are required to:

2218   • Articulate the express purposes and characteristics of different forms of prose (e.g.,

2219   short story, novel, novella, essay).

2220   • Identify events that advance the plot and determine how each event explains past

2221   or present actions or foreshadows future actions.

2222   • Analyze characterization as delineated through a character's thoughts, words,

2223   speech patterns, and actions; the narrator's description; and the thoughts, words,

2224   and actions of other characters.

2225   • Identify and analyze recurring themes across works (e.g., the value of bravery,

2226   loyalty, and friendship; the effects of loneliness).

2227   • Contrast points of view (e.g., first and third person, limited and omniscient,

2228   subjective and objective) in narrative text and explain how they affect the overall

2229   theme of the work.

2230   The level of sophistication required by the standards calls for instruction that is both

2231   deep and diligent and allows students ample opportunity to scrutinize a particular work.

2232   Selection of literary works is important. Teachers should select works that are

2233   appropriate to the age and reading level of the students and are varied in culture and

2234   themes. In addition, the works must also lend themselves to exploring with the students

2235   how events advance the plot; how each event explains past or present actions or

2236   foreshadows future actions; and how a character's thoughts, words, speech patterns,

2237   and actions reveal characterization. Once the literary features and devices that are part

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2238   of a particular work become clear, the teacher may introduce other more complex and

2239   varied literary works in which such features and devices are used.

2240   Grade-level literary selections of various genres and lengths representing a variety of

2241   authors and cultures can be found in district-adopted anthologies. *Recommended*

2242   *Literature: Kindergarten Through Grade Twelve* (CDE, 2002) provides extensive lists of

2243   such selections.

2244   Extensive independent reading, which in the seventh grade increasingly takes place

2245   outside the classroom, is an important element of the language arts curriculum. The

2246   standards require that by the end of middle school, students will have read one million

2247   words annually on their own, including a good representation of narrative (classic and

2248   contemporary literature) and expository (magazines, newspapers, online) instructional

2249   materials. One million words translate to about 15 to 20 minutes of reading per day.

2250   Instructional formats and strategies used for outside reading have much in common

2251   with those used in teaching core literature works but differ significantly. Student choice

2252   is a more important element in outside reading and may result in less-diverse selections

2253   because young readers typically choose to focus on a single author, topic, or genre for

2254   a period of time. Their reading should not be limited to works of fiction or nonfiction but

2255   should include magazines, especially those in areas of special interest to the students,

2256   newspapers, and online sources. A variety of methods are available to assess reading

2257   done outside the classroom, including student-maintained reading logs and book

2258   reports in various formats (Snow, 2002). According to the standard, the instruction

2259   should be focused on the reading itself rather than on the final report on reading.

2260   Independent reading significantly improves a student's reading comprehension and

2261   vocabulary and increases familiarity with models of good writing and conventions of

2262   writing and spelling. It also serves an important affective purpose; that is, to develop a

2263   lifelong appreciation for reading for pleasure and information. Recent research indicates

2264   that the volume of reading also affects general cognitive development.

2265   **Writing**   **Writing Strategies**

2266   Seventh-grade students are expected to continue to develop strategies for organizing

2267   and giving focus to their writing. Increased emphasis is given to documentation of

2268   support (e.g., support for all statements and claims through the use of anecdotes,

2269   descriptions, facts and statistics, specific examples) and the extension of strategies

2270   (e.g., note taking, outlining, summarizing).

2271   Students are expected to write research reports. They should be instructed in all

2272   phases of the research process, from identifying topics to preparing bibliographies, and

2273   should be expected to locate relevant information in electronic as well as printed texts.

2274   Further, they should be able to produce documents with a word-processing program

2275   and organize information gathered in the research process. (The guidelines for writing in

2276   the sixth grade are applicable in the seventh grade as well.)

2277   **Writing**   **Writing Applications (Genres and Their Characteristics)**

2278   Writing in the seventh grade focuses less on narrative writing (writing to tell a story)

2279   and more on multiparagraph expository compositions. Specifically, students are

2280   expected to write texts of between 500 and 700 words (two or three typed, double-

2281   spaced pages) in these categories: interpretations of literature, research reports,

2282   persuasive compositions, and summaries.

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2285   ## Written and Oral English-Language Conventions

2286   Seventh-grade students are expected to have a general command of English-

2287   language conventions when they speak and write. Curriculum emphases at this grade

2288   level include sentence structure (e.g., proper placement of modifiers and use of the

2289   active voice); grammar (e.g., proper use of infinitives and participles, clear pronouns

2290   and antecedents); punctuation (e.g., correct use of hyphens, dashes, brackets, and

2291   semicolons); and spelling (e.g., applying the spelling of bases and affixes to

2292   derivatives).

2293   Although most of the standards are also included at earlier grade levels, many

2294   students in the seventh grade have not yet mastered the standards and will require

2295   continued support and guidance in the form of remedial instruction that should:

2296   • Involve teacher direction and guidance, with clear examples being offered in

2297   simplified contexts (e.g., use of pronouns with clear referents in abbreviated

2298   passages) before students are required to work in more complex contexts (e.g.,

2299   multiple paragraphs with multiple pronouns and referents).

2300   • Provide extensive opportunities to receive instruction and feedback from teachers

2301   or peers throughout the year and as a frequent small part of lessons or class

2302   periods.

2303   • Emphasize the accurate use of conventions in student writing and speaking.

2304   • Hold students to a high level of performance because the conventions are

2305   fundamental to proficient performance on other standards (e.g., writing strategies,

2306   writing applications).

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| 2308 | **Listening and Speaking** **Listening and Speaking Strategies** |

Listening Strategies

2310   Although listening and speaking are frequently paired, they represent decidedly

2311   different skills. An accomplished speaker may be a poor listener and vice versa. In the

2312   classroom, listening instruction is often concerned as much with behavior management

2313   ("Eyes up front, please") as with systematic skills in comprehending and evaluating oral

2314   information. The standards define specific listening skills to be taught in seventh grade.

2315   For example, students are expected to ask appropriate questions designed to elicit

2316   needed information and discern the speaker's point of view. As for electronic journalism,

2317   students are expected to be able to recognize techniques used to affect the viewer.

Speaking Strategies

2319   Language arts teachers have traditionally provided a variety of speaking opportunities

2320   in informal settings (e.g., small-group discussions, cooperative learning activities) and

2321   more formal settings (e.g., individual or group presentations to the class). In many

2322   cases, however, instruction in speaking has been less structured and less detailed and

2323   has occupied less class time than instruction in reading and writing. The standards

2324   provide a detailed outline for an appropriate instructional program in speaking. Seventh-

2325   grade students are expected to employ traditional rhetorical strategies to deliver well-

2326   organized formal narrative, research, and persuasive presentations as well as oral

2327   summaries of articles and books. The standards identify for teachers the speaking skills

2328   and strategies that accompany each type of oral presentation. For example, students

2329   are expected to describe complex major and minor characters in a narrative

2330   presentation. Students making a research presentation are expected to use their own

2331   words to convey their message.

2332   Because the same genres appear in the writing applications at this grade level,

2333   writing and speaking activities might be combined. For example, students might write a

2334   persuasive composition and deliver an oral persuasive presentation on the same topic.

2335   **Listening and Speaking   Speaking Applications (Genres and Their**

2336   **Characteristics)**

2337   Like sixth-grade students, those in the seventh grade are expected to deliver well-

2338   organized formal presentations that employ traditional rhetorical strategies. Specifically,

2339   students are required to deliver narrative, research, and persuasive presentations as

2340   well as oral summaries of articles and books. They are expected to demonstrate a

2341   range of speaking skills and strategies that includes, for example, describing complex

2342   major and minor characters and a definite setting; using a range of appropriate

2343   strategies, including dialogue, suspense, and naming of specific narrative actions; using

2344   their own words, except for material quoted from the source, in an oral summary; and

2345   including evidence generated through the formal research process for a research

2346   presentation.

2347   **Content and Instructional Connections**

2348   The teacher can help students integrate mastery of standards across domains,

2349   strands, and academic disciplines by having students:

2350   1. Analyze the differences in structure and purpose between various categories of

2351   informational materials (e.g., textbooks, newspapers, instructional manuals,

2352   signs).

2353   2. Examine informational materials for an organizational structure that balances all

2354   aspects of the composition and uses effective transitions between sentences to

2355   unify important ideas.

2356   3. Identify informational materials in which statements and claims are supported by

2357   anecdotes, descriptions, facts and statistics, and specific examples.

2358   4. Create materials in which credit for quoted and paraphrased information in a

2359   bibliography is given and a consistent and sanctioned format and methodology are

2360   used for citations.

2361   5. Revise writing to improve organization and word choice after checking the logic of

2362   ideas and precision of vocabulary.

2363   Please see Appendix B for examples of standards that span domains and strands.

2364 # Seventh Grade Curricular and Instructional
2365 # Profile

2366 **Conventions Standard 1.3**

2367 DOMAIN

2368 Written and Oral English-Language Convention

2369 STRAND

2370 1.0   Written and oral English-language conventions

2371 SUBSTRAND

2372 STANDARD

2373 1.3   Identify all parts of speech and types and structure of sentences.

2374 Prerequisite standard. Sixth-Grade Written and Oral English-Language Conventions

2375 Standard 1.1: Use simple, compound, and compound-complex sentences.

2376 Corequisite standard. Seventh-Grade Writing Strategies Standard 1.7: Revise writing to

2377 improve organization and word choice.

2378 **Instructional Objective**

2379 Use sophisticated but appropriate sentence structures in oral and written discourse.

2380 **Instructional Design**

2381 At this level a challenge for students is to use sentence structures more sophisticated

2382 than simple kernel-sentence types but not excessively complex or convoluted.

2383 Instruction should, therefore, focus on options for combining kernel sentences in various

2384 ways and the rhetorical impact and appropriateness of those various combinations.

2385 To achieve a balance, instruction should address both sentence combining and

2386 decombining. A focus on sentence combining alone can easily, if inadvertently, create

2387   the impression that longer, more complex sentence structures are inherently or

2388   universally better than simpler sentence structures.

2389   Ultimately, students should be expected to develop a sense of appropriate sentence

2390   structures well enough to apply that sense to revisions of their own drafts. Initially,

2391   however, students should work on combining (and decombining and recombining)

2392   contrived sentences, which can be selected judiciously to illustrate specific possibilities

2393   for improvement. (Sentences contrived for revision can be taken from student writing

2394   examples or created by decombining sentences from texts students will read.)

2395   The advantages to teaching sentence structure initially in this way are as follows:

2396   • When all students are looking at and working with the same set of examples,

2397   teachers can conduct efficient whole-class instruction based on those examples.

2398   • Teachers can correct work or otherwise evaluate student work more easily and

2399   give feedback when all students work initially with the same set of examples.

2400   • Teachers can ensure that they cover several important classes or categories of

2401   sentence combining when examples are chosen specifically to illustrate those

2402   classes or categories.

2403   • The examples used during initial instruction give teachers and students a solid

2404   basis of reference as individual student work is being revised.

2405   Consider, for instance, the following example of student writing:

2406   Cowboys in Uruguay and Argentina are called gauchos. The gauchos are found in

2407   the country. They live and work in grass-covered prairies. Some gauchos herd

2408   cattle in the pampas. They do not make much money. Gauchos wear colorful

2409   outfits. They carry large knives and they drink a beverage called maté. It's a type of

2410   tea.

2411   Initially, teachers should demonstrate possible improvements in the writing sample while

2412   discussing with students the relative advantages or effects of each possibility. For

2413   example, students might compare the differences in emphasis between Example 1 and

2414   Example 2:

2415   *Example 1.*   Gauchos, who are the cowboys of Uruguay and Argentina, live

2416   throughout the countryside.

2417   *Example 2.*   Across the countryside in the pampas of Uruguay and Argentina,

2418   you find cowboys called gauchos.

2419   Which choice is better suited to a paragraph about gauchos? Why? What other options

2420   for sentence combining are possible? Which options illustrate trying to put too much into

2421   a sentence? How would the sense of Example 1 change if the commas were removed?

2422   In short, instruction should address the strategies that good writers use—consciously or

2423   otherwise—by making such strategies overt and clear for students. Instruction should

2424   demonstrate the techniques by which secondary ideas are subordinated to primary,

2425   important ideas in strong, active sentences. Most critically, instruction should emphasize

2426   the relationships among ideas in kernel and complex sentences to ensure that students

2427   appreciate that conventions (e.g., the use of commas in dependent clauses) support the

2428   communication of ideas.

2429   **Instructional Delivery**

2430   Teachers should direct initial instruction in strategies for developing complex sentence

2431   structures and for evaluating competing structures. For such instruction to be

2432   meaningful, it must center on active discourse between teachers and students. The

2433   challenge for many students at this level is not so much to combine sentences as such

2434   but to do so judiciously in relation to specific purposes of communication. Teacher

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2435   demonstrations and evaluations of thinking critically out loud are indispensable to

2436   effective instruction.

2437   **Assessment**

2438   **Entry-Level Assessment**

2439   1. *Entry-Level Assessment for Instructional Planning.* Brief in-class compositions on

2440   well-defined topics should give teachers a satisfactory overview of the relative

2441   sophistication with which students manipulate sentence structures.

2442   **Monitoring Student Progress**

2443   2. *Monitoring Student Progress Toward the Instructional Objective.* All written and oral

2444   assignments provide opportunities for ongoing assessment of this standard.

2445   Students should be prompted to focus on good sentence structures in all

2446   assignments that follow the initial instruction on this topic.

2447   **Post-test Assessment**

2448   3. *Post-test Assessment Toward the Standard.* The best type of summative evaluation

2449   comes from specifically evaluating sentence structures in conjunction with authentic

2450   assignments in writing and speaking that address the writing and speaking

2451   standards.

2452

2453   **Universal Access**

2454   **Reading Difficulties or Disabilities**

2455   1. *Students with Reading Difficulties or Disabilities.* Students with reading difficulties

2456   or disabilities often use long strings of primitive kernel sentences in their writing.

2457   They may run a number of these sentences together without punctuation, splice

2458   them with commas, or join them with repeated use of conjunctions like *and* or *but*.

2459   In turn, many of the sentences are likely to overuse passive and intransitive verbs.

2460   When necessary, teachers should be prepared to begin instruction in sentence

2461   combining at the students' level. In addition, these students will probably take

2462   longer to make the transition from predominantly simple sentences to the wider use

2463   of longer, more appropriate complex sentences.

2464   ### Advanced Learners

2465   2. *Students Who Are Advanced Learners.* The highest-performing students are the

2466   ones most likely to be able to learn about language for its own sake and benefit

2467   from that learning. For instance, they can investigate in depth the relationships

2468   between grammatical dependency and nuances in meaning and be challenged, for

2469   example, to come up with contrasting sentence pairs, such as the following:

2470   Teenagers, who don't drive well, should pay higher insurance rates.

2471   Teenagers who don't drive well should pay higher insurance rates.

2472   ### English Learners

2473   3. *Students Who Are English Learners*

2474   Students with limited proficiency in English will require intensive English-language

2475   instruction above and beyond that found in the regular language arts program. The

2476   type of explicit strategy instruction described previously for lower-performing

2477   students will help English learners as well. In addition to explicit instruction in

2478   sentence combining, students with limited proficiency in English may require more

2479   instructional time for intense work on well-formed grammatical kernel sentences.

2480 **Instructional Materials**

2481 Instructional materials should provide for a very wide range of student achievement

2482 levels in the seventh grade. Publishers will always be safe in providing *more* resources

2483 for a given set of standards—such as those for sentence combining and related

2484 conventions—than one might think sufficient for average students. (It is far easier for

2485 teachers to elect to not use some resources than to create them from scratch or to find

2486 them.) For instance, teachers should have the option of drawing from a rich variety of

2487 sample writing—examples of good and poor writing—to use as the basis for instruction

2488 in sentence combining.

Seventh Grade English–Language Arts Content Standards

2489

2490

Reading

2491

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

2492

Students use their knowledge of word origins and word relationships, as well as

2493

historical and literary context clues, to determine the meaning of specialized vocabulary

2494

and to understand the precise meaning of grade-level-appropriate words.

2495

Vocabulary and Concept Development

2496

1.1   Identify idioms, analogies, metaphors, and similes in prose and poetry.

2497

1.2   Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand

2498

content-area vocabulary.

2499

1.3   Clarify word meanings through the use of definition, example, restatement, or

2500

contrast.

2501

2.0   Reading Comprehension (Focus on Informational Materials)

2502

Students read and understand grade-level-appropriate material. They describe and

2503

connect the essential ideas, arguments, and perspectives of the text by using their

2504

knowledge of text structure, organization, and purpose. The selections in

2505

Recommended Literature: Kindergarten Through Grade Twelve (CDE, 2002) illustrate

2506

the quality and complexity of the materials to be read by students. In addition, by grade

2507

eight, students read one million words annually on their own, including a good

2508

representation of grade-level-appropriate narrative and expository text

2509

(e.g., classic and contemporary literature, magazines, newspapers, online information).

2510

In grade seven, students make substantial progress toward this goal.

2511

2512   **Structural Features of Informational Materials**

2513   2.1   Understand and analyze the differences in structure and purpose between various

2514   categories of informational materials (e.g., textbooks, newspapers, instructional

2515   manuals, signs).

2516   2.2   Locate information by using a variety of consumer, workplace, and public

2517   documents.

2518   2.3   Analyze text that uses the cause-and-effect organizational pattern.

2519   **Comprehension and Analysis of Grade-Level-Appropriate Text**

2520   2.4   Identify and trace the development of an author's argument, point of view, or

2521   perspective in text.

2522   2.5   Understand and explain the use of a simple mechanical device by following

2523   technical directions.

2524   **Expository Critique**

2525   2.6   Assess the adequacy, accuracy, and appropriateness of the author's evidence to

2526   support claims and assertions, noting instances of bias and stereotyping.

2527   **3.0   Literary Response and Analysis**

2528   Students read and respond to historically or culturally significant works of literature that

2529   reflect and enhance their studies of history and social science. They clarify the ideas

2530   and connect them to other literary works. The selections in *Recommended Literature:*

2531   *Kindergarten Through Grade Twelve* (CDE, 2002) illustrate the quality and complexity of

2532   the materials to be read by students.

2533

2534

2535   **Structural Features of Literature**

2536   3.1   Articulate the expressed purposes and characteristics of different forms of prose

2537   (e.g., short story, novel, novella, essay).

2538   **Narrative Analysis of Grade-Level-Appropriate Text**

2539   3.2   Identify events that advance the plot and determine how each event explains past

2540   or present action(s) or foreshadows future action(s).

2541   3.3   Analyze characterization as delineated through a character's thoughts, words,

2542   speech patterns, and actions; the narrator's description; and the thoughts, words,

2543   and actions of other characters.

2544   3.4   Identify and analyze recurring themes across works (e.g., the value of bravery,

2545   loyalty, and friendship; the effects of loneliness).

2546   3.5   Contrast points of view (e.g., first and third person, limited and omniscient,

2547   subjective and objective) in narrative text and explain how they affect the overall

2548   theme of the work.

2549   **Literary Criticism**

2550   3.6   Analyze a range of responses to a literary work and determine the extent to which

2551   the literary elements in the work shaped those responses.

2552   **Writing**

2553   **1.0. Writing Strategies**

2554   Students write clear, coherent, and focused essays. The writing exhibits students'

2555   awareness of the audience and purpose. Essays contain formal introductions,

2556   supporting evidence, and conclusions. Students progress through the stages of the

2557   writing process as needed.

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2558   Organization and Focus

2559   1.1   Create an organizational structure that balances all aspects of the composition and

2560   uses effective transitions between sentences to unify important ideas.

2561   1.2   Support all statements and claims with anecdotes, descriptions, facts and

2562   statistics, and specific examples.

2563   1.3   Use strategies of notetaking, outlining, and summarizing to impose structure on

2564   composition drafts.

2565   **Research and Technology**

2566   1.4   Identify topics; ask and evaluate questions; and develop ideas leading to inquiry,

2567   investigation, and research.

2568   1.5   Give credit for both quoted and paraphrased information in a bibliography by using

2569   a consistent and sanctioned format and methodology for citations.

2570   1.6   Create documents by using word-processing skills and publishing programs;

2571   develop simple databases and spreadsheets to manage information and prepare

2572   reports.

2573   **Evaluation and Revision**

2574   1.7   Revise writing to improve organization and word choice after checking the logic of

2575   the ideas and the precision of the vocabulary.

2576   **2.0   Writing Applications (Genres and Their Characteristics)**

2577   Students write narrative, expository, persuasive, and descriptive texts of at least 500 to

2578   700 words in each genre. The writing demonstrates a command of standard American

2579   English and the research, organizational, and drafting strategies outlined in Writing

2580   Standard 1.0.

2581 Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

2582 2.1 Write fictional or autobiographical narratives:

2583 a. Develop a standard plot line (having a beginning, conflict, rising action, climax,

2584 and denouement) and point of view.

2585 b. Develop complex major and minor characters and a definite setting.

2586 c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of

2587 specific narrative action, including movement, gestures, and expressions).

2588 2.2 Write responses to literature:

2589 a. Develop interpretations exhibiting careful reading, understanding, and insight.

2590 b. Organize interpretations around several clear ideas, premises, or images from

2591 the literary work.

2592 c. Justify interpretations through sustained use of examples and textual evidence.

2593 2.3 Write research reports:

2594 a. Pose relevant and tightly drawn questions about the topic.

2595 b. Convey clear and accurate perspectives on the subject.

2596 c. Include evidence compiled through the formal research process (e.g., use of a

2597 card catalog, *Reader's Guide to Periodical Literature*, a computer catalog,

2598 magazines, newspapers, dictionaries).

2599 d. Document reference sources by means of footnotes and a bibliography.

2600 2.4 Write persuasive compositions:

2601 a. State a clear position or perspective in support of a proposition or proposal.

2602 b. Describe the points in support of the proposition, employing well-articulated

2603 evidence.

2604 c. Anticipate and address reader concerns and counterarguments.

2605   2.5   Write summaries of reading materials:

2606   a. Include the main ideas and most significant details.

2607   b. Use the student's own words, except for quotations.

2608   c. Reflect underlying meaning, not just the superficial details.

2609   **Written and Oral English Language Conventions**

2610   The standards for written and oral English language conventions have been placed

2611   between those for writing and for listening and speaking because these conventions are

2612   essential to both sets of skills.

2613   **1.0   Written and Oral English Language Conventions**

2614   Students write and speak with a command of standard English conventions appropriate

2615   to the grade level.

2616   **Sentence Structure**

2617   1.1   Place modifiers properly and use the active voice.

2618   **Grammar**

2619   1.2   Identify and use infinitives and participles and make clear references between

2620   pronouns and antecedents.

2621   1.3   Identify all parts of speech and types and structure of sentences.

2622   1.4   Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of

2623   dependent clauses) and appropriate English usage (e.g., pronoun reference).

2624   **Punctuation**

2625   1.5   Identify hyphens, dashes, brackets, and semicolons and use them correctly.

2626

2627   **Capitalization**

2628   1.6   Use correct capitalization.

2629   **Spelling**

2630   1.7   Spell derivatives correctly by applying the spellings of bases and affixes.

2631   **Listening and Speaking**

2632   **1.0. Listening and Speaking Strategies**

2633   Deliver focused, coherent presentations that convey ideas clearly and relate to the

2634   background and interests of the audience. Students evaluate the content of oral

2635   communication.

2636   **Comprehension**

2637   1.1   Ask probing questions to elicit information, including evidence to support the

2638   speaker's claims and conclusions.

2639   1.2   Determine the speaker's attitude toward the subject.

2640   1.3   Respond to persuasive messages with questions, challenges, or affirmations.

2641   **Organization and Delivery of Oral Communication**

2642   1.4   Organize information to achieve particular purposes and to appeal to the

2643   background and interests of the audience.

2644   1.5   Arrange supporting details, reasons, descriptions, and examples effectively and

2645   persuasively in relation to the audience.

2646   1.6   Use speaking techniques, including voice modulation, inflection, tempo,

2647   enunciation, and eye contact, for effective presentations.

2648

2649

2650   **Analysis and Evaluation of Oral and Media Communications**

2651   1.7 Provide constructive feedback to speakers concerning the coherence and logic of

2652   a speech's content and delivery and its overall impact upon the listener.

2653   1.8 Analyze the effect on the viewer of images, text, and sound in electronic

2654   journalism; identify the techniques used to achieve the effects in each instance

2655   studied.

2656   **2.0 Speaking Applications (Genres and Their Characteristics)**

2657   Students deliver well-organized formal presentations employing traditional rhetorical

2658   strategies (e.g., narration, exposition, persuasion, description). Student speaking

2659   demonstrates a command of standard American English and the organizational and

2660   delivery strategies outlined in Listening and Speaking Standard 1.0.

2661   Using the speaking strategies of grade seven outlined in Listening and Speaking

2662   Standard 1.0, students:

2663   2.1 Deliver narrative presentations:

2664   a. Establish a context, standard plot line (having a beginning, conflict, rising action,

2665   climax, and denouement), and point of view.

2666   b. Describe complex major and minor characters and a definite setting.

2667   c. Use a range of appropriate strategies, including dialogue, suspense, and naming

2668   of specific narrative action (e.g., movement, gestures, expressions).

2669   2.2 Deliver oral summaries of articles and books:

2670   a. Include the main ideas of the event or article and the most significant details.

2671   b. Use the student's own words, except for material quoted from sources.

2672   c. Convey a comprehensive understanding of sources, not just superficial details.

2673   2.3   Deliver research presentations:

2674   a. Pose relevant and concise questions about the topic.

2675   b. Convey clear and accurate perspectives on the subject.

2676   c. Include evidence generated through the formal research process (e.g., use of a

2677   card catalog, *Reader's Guide to Periodical Literature*, computer databases,

2678   magazines, newspapers, dictionaries).

2679   d. Cite reference sources appropriately.

2680   2.4   Deliver persuasive presentations:

2681   a. State a clear position or perspective in support of an argument or proposal.

2682   b. Describe the points in support of the argument and employ well-articulated

2683   evidence.

2684 # Eighth Grade   Standards and Instruction

2685 Eighth grade marks the beginning of yet another significant transition for students—that

2686 of preparing for the high school years. The content standards for this grade signify the

2687 readiness required of students preparing for the secondary content in grades nine

2688 through twelve. Not surprisingly, the eighth-grade standards represent an important

2689 culmination of curriculum activities emphasized throughout grades four through eight.

2690   The strands to be emphasized at the eighth-grade level are listed in the adjacent

2691 column under the appropriate domains.

2692   The following sections profile focus areas within each of the strands and identify

2693 content and instructional connections across domains, strands, and standards.

2694 ## Reading

2695 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2696 2.0 Reading Comprehension (Focus on Informational Materials)

2697 3.0 Literary Response and Analysis

2698 ## Writing

2699 1.0 Writing Strategies

2700 2.0 Writing Applications (Genres and Their Characteristics)

2701 ## Written and Oral English-Language Conventions

2702 1.0 Written and Oral English-Language Conventions

2703 ## Listening and Speaking

2704 1.0 Listening and Speaking Strategies

2705 2.0 Speaking Applications (Genres and Their Characteristics)

2706   **Reading** **Word Analysis, Fluency, and Systematic Vocabulary Development**

2707   Eighth-grade students apply the vocabulary skills developed in earlier grades in more

2708   sophisticated contexts. The strategies for vocabulary instruction discussed in the

2709   seventh grade continue to apply in the eighth grade.

2710   **Reading** **Reading Comprehension (Focus on Informational Materials)**

2711   Although teachers have always taught reading-comprehension skills in relation to

2712   informational texts, the content standards at this level focus more attention on that

2713   segment of the language arts curriculum. The term *informational materials* refers not

2714   just to nonfiction works such as biographies but to a variety of reading that is expository

2715   rather than narrative. In the school setting informational texts are generally textbooks or

2716   reference works but may include a host of print and nonprint materials. Instructional

2717   strategies used with information materials are often different from those used to

2718   comprehend literary texts. In a departmentalized school, responsibility for improving

2719   reading comprehension of instructional materials should be shared by teachers of all

2720   subjects, particularly teachers of history–social science and science (Biancarosa and

2721   Snow, 2004; Snow, 2002).

2722   Seventh-grade students study the structural features of consumer materials

2723   (warranties, contracts, product information, and instructional manuals). The seventh-

2724   grade focus on the cause-and- effect pattern in expository text is replaced in the eighth

2725   grade by the pattern of a proposal and its support. In addition, students should be able

2726   to explain the use of a complex mechanical device.

2727   Students are expected to demonstrate their ability to grapple with the treatment,

2728   scope, and organization of ideas by finding similarities and differences between texts.

2729   They are also expected to compare an original text with a summary to determine

2730 whether it accurately captures the main ideas, includes critical details, and conveys the

2731 underlying meaning. Finally, students are expected to evaluate the unity, logic, internal

2732 consistency, and structural patterns of text.

2733   This framework recommends a strategy of helping students master these relatively

2734 sophisticated aspects of reading informational discourse; that is, contrasting good

2735 examples of various concepts with poor examples.

2736 **Reading Literary Response and Analysis**

2737   This strand of the reading domain is designed to ensure that eighth-grade students

2738 are thoroughly familiar with the basic elements of story grammar. Specifically, students

2739 are required to (1) evaluate the structural elements of the plot; (2) compare and contrast

2740 the motivations and reactions of literary characters; (3) analyze the relevance of the

2741 setting; (4) identify and analyze recurring themes; and (5) identify elements of the

2742 writer's style.

2743   As to the structural features of literature, eighth-grade students are expected to

2744 understand the different kinds of prose. They are also expected to understand the

2745 purposes and characteristics of different kinds of poetry (e.g., ballad, lyric, couplet, epic,

2746 sonnet).

2747   Extensive independent reading, which in the eighth grade increasingly takes place

2748 outside the classroom, is an important element of the language arts curriculum. The

2749 standards require that by the end of middle school, students will have read one million

2750 words annually on their own, including a good representation of narrative (classic and

2751 contemporary literature) and expository (magazines, newspapers, online) instructional

2752 materials. One million words translate to about 15 to 20 minutes of reading per day.

2753   Instructional formats and strategies used for outside reading have much in common

2754   with those used in teaching core literature works but differ significantly. Student choice

2755   is a more important element in outside reading and may result in fewer diverse

2756   selections because young readers typically choose to focus on a single author, topic, or

2757   genre for a period of time. Their reading should not be limited to works of fiction or

2758   nonfiction but should include magazines, especially those in areas of special interest to

2759   the students, newspapers, and online sources. A variety of methods are available to

2760   assess reading done outside the classroom, including student-maintained reading logs

2761   and book reports in various formats. According to the standard, instruction should be

2762   focused on the reading itself rather than on the final report on the reading (National

2763   Reading Panel, 2000; Snow, 2002).

2764   Independent reading significantly improves students' reading comprehension and

2765   vocabulary and increases their familiarity with models of good writing and conventions

2766   of writing and spelling. It also serves an important affective purpose; that is, in helping to

2767   develop a lifelong appreciation for reading for pleasure and information. Recent

2768   research indicates that the volume of reading also affects general cognitive

2769   development (Cunningham and Stanovich, 1998; Stanovich, 2000).

2770   **Writing**   **Writing Strategies**

2771   Writing strategies called for in the eighth grade differ in degree from those used in the

2772   seventh grade. Students' writing should continue to be characterized by a controlling

2773   thesis well supported by details or evidence from the text but should now begin to

2774   display more sophistication and polish, including such features as transitions,

2775   parallelism, and a consistent point of view.

2776   When conducting research with the aid of technology, students are expected to build

2777   on the foundation of research and technological skills developed in the earlier grades.

2778   Eighth-grade students should be able to plan and conduct multiple-step information

2779   searches, using Internet-based resources. They should be taught how to achieve an

2780   effective balance between researched information and original ideas in their written or

2781   oral presentations, a difficult issue for middle school students. Teachers need to assist

2782   students in evaluating data and evidence and matching them with thesis statements.

2783   Students need frequent opportunities to grasp the idea of preponderance of evidence

2784   versus isolated data. The importance of a thesis statement—a single, generalized

2785   statement that drives the entire work—cannot be overemphasized. Students with weak

2786   language arts skills may not recognize their need to have something to say before they

2787   can write a composition. If so, they may be helped by being encouraged to think of

2788   speaking as writing out loud because they often find themselves able to articulate and

2789   organize thoughts more easily in speech than in writing. Such oral statements can be

2790   bridges to the creation of a written thesis statement (Higgins, Boone, and Lovitt, 2001).

2791   All of these across-the-board standards for writing strategies can be taught *initially* in

2792   isolation. For instance, teachers can initially focus on a skill such as paraphrasing

2793   before requiring students to incorporate that skill into their written compositions. Doing

2794   so reduces the cognitive and organizational burden on students to incorporate all

2795   aspects of writing into an assigned composition (Kame`ennui, Carnine, Dixon,

2796   Simmons, and Coyne, 2002; Kame`enui and Simmons, 1990). The standards warn,

2797   however, against teaching writing concepts in isolation without immediately

2798   incorporating them into writing assignments.

2799

2800   **Writing**   **Writing Applications (Genres and Their Characteristics)**

2801   Eighth-grade students should continue to produce major texts of 500 to 700 words

2802   (two to three pages, typed and double-spaced) in these categories: fictional or

2803   autobiographical narratives, responses to literature, research reports, and persuasive

2804   compositions.

2805   The eighth-grade standards describe the more sophisticated elements now expected

2806   in student writing. For example, in writing narratives, students in the seventh grade are

2807   expected to develop the standard elements of plot (e.g., beginning, conflict, rising

2808   action). But in the eighth grade students are expected to go beyond the structural

2809   elements (e.g., to reveal the writer's attitude about the subject). However, the depth and

2810   duration of the instruction provided should be adjusted to the achievement level of the

2811   students in a given classroom. Well-developed instructional units have long been used

2812   in California for many categories of writing, although the titles may be slightly different

2813   (e.g., autobiographical incident, report of information).

2814   The seventh-grade requirement to write summaries of reading materials no longer

2815   appears in the eighth grade, and two new categories of writing are introduced: (1)

2816   documents related to career development, including simple business letters and job

2817   applications; and (2) technical documents that explain a complex operation or situation

2818   (e.g., design a system, operate a tool, or develop the bylaws of an organization).

2819   Instruction in the business-related documents should go beyond the mechanics and

2820   conventional forms for such writing to include important rhetorical considerations, such

2821   as clear attention to the audience and purpose, clarity and succinctness, consideration

2822   of all appropriate variables, and coherence and logical sequencing.

2823

2824   ### Written and Oral English-Language Conventions

2825   Eighth-grade students are expected to have mastered four of the five subsections in

2826   this standard: grammar, punctuation, capitalization, and spelling. Only in the fifth

2827   subsection, sentence structure, is new learning introduced. In that area students are

2828   expected to vary sentence types and sentence openings, use parallel structures

2829   appropriately, and indicate relationships between ideas by using such devices as

2830   subordination, coordination, and apposition.

2831   Students' strengths and deficits in using English-language conventions are likely to

2832   vary considerably in the eighth grade. An important skill to be learned in improving that

2833   use is to train the eye and ear to recognize errors in conventions found in reading and

2834   writing. Extensive student experience in reading and writing helps to build those skills.

2835   Teachers should provide models of both outstanding and poor use of written

2836   conventions and help students develop editing skills. Explicit instruction in the

2837   conventions is also needed. Individualized instructional software can be used to

2838   address efficiently the problem of significant differences among students in their ability

2839   to use conventions.

2840   Skills students possess in mechanics and conventions are most often described in

2841   relation to writing. But, as the title of this strand indicates, the skills also apply to

2842   speaking. In addition to learning correct speech, students should recognize that the

2843   structures of spoken language are generally more informal than the structures of writing

2844   and depend on audience and purpose. They should be able to recognize instances in

2845   which formal standard English is required.

2846   **Listening and Speaking**   **Listening and Speaking Strategies**

2847   Many of the skills and strategies used in speaking are the same as those for writing

2848   (e.g., organizing information for audience and purpose; including an introduction,

2849   transitions, a logically developed body, and an appropriate conclusion; using correct

2850   language and grammar). Some of the rhetorical considerations, however, are unique to

2851   oral communications. In speaking, students should be able to match their voice

2852   modulation, tone, and pacing to the purpose of the presentation. Explicit instruction in

2853   speaking skills must go well beyond the traditional three elementary rules of speaking:

2854   speak audibly, speak clearly, and maintain eye contact with your audience.

2855   Students are expected to use audience feedback in both speaking and listening. After

2856   listening to verbal cues and observing nonverbal cues, students are expected to be able

2857   to modify their original plan of organization to clarify meaning and counter potential

2858   opposition. They should be able to ask relevant questions concerning a speaker's

2859   content, delivery, and purpose and evaluate the credibility of a speaker. Students are

2860   also expected to continue to analyze and evaluate media presentations, noting various

2861   techniques used by graphic artists, advertisers, and electronic journalists to influence

2862   the viewer.

2863   **Listening and Speaking**

2864   **Speaking Applications (Genres and Their Characteristics)**

2865   The speaking applications discussed in the seventh grade reappear in the eighth

2866   grade: narrative, research, and persuasive presentations, which are areas of focus in

2867   writing as well. Students should, therefore, deliver some of their written compositions

2868   orally. Doing so is efficient in the use of instructional time and effective because it

2869   makes overt the differences and similarities between written and oral presentations.

2870   Oral responses to reading shift from an expository focus in the seventh grade, when

2871   students deliver oral summaries of articles and books, to a literary focus in the eighth

2872   grade, when students interpret their reading orally and analyze it. Eighth-grade students

2873   are also expected to recite, with expression, poems of four to six stanzas, sections of

2874   speeches, or dramatic soliloquies.

2875   ## Content and Instructional Connections

2876   The teacher can help students integrate mastery of standards across domains,

2877   strands, and academic disciplines by having students:

2878   1. Use word meanings within the appropriate context and show an ability to verify

2879   those meanings by definition, restatement, example, comparison, or contrast.

2880   2. Use vocabulary, concepts, and writing related to the science, history–social

2881   science, and mathematics standards in some activities and assignments.

2882   3. Compare and contrast motivations and reactions of literary characters from

2883   different historical eras or cultures who confront similar situations or conflicts.

2884   4. Establish coherence within and among paragraphs through effective transitions,

2885   parallel structures, and similar writing techniques.

2886   5. Achieve an effective balance between researched information and original ideas.

2887   6. Revise writing for word choice, appropriate organization, consistent point of view,

2888   and transitions between paragraphs, passages, and ideas.

2889   7. Write narratives, employing narrative and descriptive strategies.

2890   8. Use correct punctuation, capitalization, and spelling.

2891   9. Organize information to match the message, vocabulary, voice modulation,

2892   expression, and tone to the audience and purpose.

2893   10. Deliver narrative presentations.

303

2894   Please see Appendix B for examples of standards that span domains and strands.

2895 # Eighth Grade Curricular and Instructional Profile

2896 ## Writing Standard 2.4

2897 DOMAIN

2898 Writing

2899 STRAND

2900 2.0   Writing applications (genres and their characteristics)

2901 SUBSTRAND

2902 STANDARD

2903 2.4 Write persuasive compositions.

2904 Prerequisite standards. Seventh-Grade Writing Strategies Standard 1.3: Use strategies

2905 of notetaking, outlining, and summarizing.

2906 Seventh-Grade Writing Applications Standard 2.4(a): State a clear position in support of

2907 a proposition.

2908 Seventh-Grade Written and Oral English-Language Conventions Standard 1.4:

2909 Demonstrate the mechanics of writing and appropriate English usage.

2910 Corequisite standards. Eighth-Grade Writing Strategies Standards 1.1, 1.3.

2911 Standard 1.1: Create compositions that establish a controlling impression, have a

2912 coherent thesis, and end with a clear and well-supported conclusion.

2913 Standard 1.3: Support conclusions with paraphrases, quotations, and opinions from

2914 authorities.

2915 ## Curricular and Instructional Decisions

2916 ### Instructional Objective

2917 Write a well-structured persuasive composition, using rhetorical devices, relevant

2918 evidence, and responses to readers' counterclaims.

2919   **Instructional Design**

2920   Initial instruction should begin with students reading examples of persuasive writing.

2921   The examples may be of professional writing or student writing and should vary in

2922   quality to enhance students' ability to evaluate critically and understand fully the

2923   elements of persuasive discourse. An example of poor writing can demonstrate an

2924   obvious failure to anticipate and address a reader's response to the arguments put

2925   forth. A strong example that powerfully illustrates this concept should also be used.

2926   The number of examples should vary according to student mastery of the persuasive

2927   text structures. Although students should be familiar with the elements of persuasive

2928   discourse by this time, the level of previous knowledge is likely to vary. Fewer examples

2929   should be used with students who already have a good mastery of the text structure and

2930   more examples with students who do not.

2931   After their critical reading of persuasive texts, students should have a good command of

2932   the basic elements of text structure common to most similar texts. They can then apply

2933   that understanding to writing their own persuasive compositions. The instruction in

2934   writing persuasive compositions should follow the same steps in the writing process

2935   used for all written compositions:

2936   • Students should first plan their compositions and outline their arguments,

2937   possible reader objections to their arguments, and their own responses to those

2938   objections.

2939   • During the revision phase of writing, teachers should focus on the elements of

2940   revision emphasized in the standards for this level as well as the standards for

2941   grammar and usage and manuscript form.

2942   If teachers anticipate that students will have significant difficulty in writing a persuasive

2943   composition, they should consider having all students write on the same topic or have

2944   half of them take the *pro* position and half the *con* position on an issue. This approach

2945   offers more opportunities for students to help one another with the writing process and

2946   makes it easier for teachers to evaluate compositions, giving them more time to deliver

2947   additional instruction when needed.

2948   Once students have successfully completed a persuasive composition, teachers can

2949   turn their attention to having the students deliver the same composition orally. Doing so

2950   saves instructional time that would otherwise be required to start from scratch to

2951   develop an oral persuasive argument. Moreover, teachers can focus directly on the

2952   rhetorical elements unique to oral presentations (e.g., gestures, intonation).

2953   *Note:* Students will have an opportunity to develop an oral presentation from scratch

2954   elsewhere because the standards call for delivering an oral descriptive presentation but

2955   not for writing descriptive discourse.

2956   Initially, students may be allowed to read their oral presentations and then work

2957   gradually toward delivering presentations from notes.

2958   **Instructional Delivery**

2959   Teachers introduce new concepts, using models and detailed strategies for acquiring

2960   new skills and knowledge. They should explicitly identify the elements of good discourse

2961   in argument and persuasion before the students analyze good and poor models.

2962   The greatest number of students will experience success with the standards if teachers

2963   plan for scaffolded instruction, with varying levels of assistance being provided before

2964   students are expected to apply their knowledge and skill independently. A simple

2965   scaffolding device, for example, is a think sheet that students use during the prewriting

2966   stage of writing. The think sheet shows the basic outline for argument or persuasion

2967   discourse, helping to ensure that students do not omit crucial elements during their

2968   planning and helping them prepare better drafts.

2969   Another scaffolding device particularly well suited to writing instruction is peer-mediated

2970   instruction or cooperative learning. This approach not only gives students additional

2971   instructional opportunities as they assist one another but also helps establish the writer-

2972   reader relationship in a manner more realistic than having students write principally for

2973   the teacher.

2974   *Note:* Caution is in order regarding peer-mediated instruction. As with all scaffolded

2975   instruction, peer-mediated instruction should be gradually eliminated for each topic

2976   taught to ensure that each student learns to use skill and knowledge completely and

2977   independently. Ultimately, students should be held individually accountable for meeting

2978   standards.

2979

2980   **Assessment**

2981   **Entry-Level Assessment**

2982   1. *Entry-Level Assessment for Instructional Planning.* The nature of the material at

2983   this level makes it impractical to pretest students formally for prerequisite

2984   knowledge or knowledge of upcoming instruction. Each time new instruction

2985   begins, teachers should assess students' entry knowledge informally and briefly

2986   with questions or very short assignments (such as a short in-class writing

2987   assignment, which can indicate a great deal about student knowledge of several

2988   standards).

Monitoring Student Progress

2989

2990   2. *Monitoring Student Progress Toward the Instructional Objective.* All assignments

2991   can serve to assess student progress. Teachers must examine performance on

2992   such assignments and analyze the results to discover areas that require more

2993   explicit instruction, an alternative instructional strategy, or other supportive

2994   instructional methods.

Post-test Assessment

2995

2996   3. *Post-test Assessment Toward the Standard.* State-required or district-required

2997   formal assessments give part of the picture of how well students achieve the

2998   standards. In addition, the assignments that teachers use to grade students give a

2999   more complete picture of achievement. For example, examination of a written

3000   composition in final form should be part of the summative evaluation for students.

3001   That evaluation should assess individual accountability on assignments that

3002   students complete on their own rather than those completed cooperatively.

Universal Access

3003

Reading Difficulties or Disabilities

3004

3005   1. *Students with Reading Difficulties or Disabilities.* Students are likely to encounter

3006   two major obstacles to meeting the standards for persuasive discourse as well as

3007   many other standards at this level. First, difficulties in reading can forestall critical

3008   and analytical reading of appropriate grade-level examples of persuasive writing.

3009   Alternative reading material below grade level may be substituted. Although these

3010   students may not achieve the desired goals as to reading level, they should be able

3011   to reach other standards as their reading level improves. In addition, the use of

3012   aides or peer-mediated instruction can provide the students with additional

3013   assistance in their study of difficult vocabulary and syntax in their reading

3014   assignments.

3015   As much as possible, struggling readers should be encouraged to work on reading

3016   fluency itself as an ongoing activity outside the language arts classroom. They

3017   might be helped by being tutored or by receiving assistance in study hall or in

3018   classes designed to address more serious reading problems.

3019   Other obstacles for lower performers at this level are writing mechanics in general

3020   and handwriting and spelling in particular. Research shows that students identified

3021   as having learning disabilities are often preempted from success in writing because

3022   the cognitive requirements of writing mechanics are too demanding.

3023   General education teachers may be limited in accommodating major deficiencies

3024   they observe in their students' use of writing mechanics. Such students can benefit

3025   from peer-mediated, scaffolded instruction and from any outside support that can

3026   be arranged. Ultimately, the most successful accommodation for students at this

3027   level may be word processing or typing. Additional strategies may include the use

3028   of oral presentations, dramas, models, or dictation.

3029   **Advanced Learners**

3030   2. *Students Who Are Advanced Learners.* Higher-performing students can follow the

3031   same curriculum as their normally achieving peers but should do so in greater

3032   depth and complexity and with more independence. Their persuasive arguments

3033   can be longer, more sophisticated, or better researched. Those who have mastered

3034   text structures can work on more complex writing involving a mixture of structures

3035   and can study the rhetorical devices and organizational patterns commonly found in

3036   speeches that can be used to recast their essays. Students can also be asked to

3037   argue both sides of an issue or be paired with another highly able student in a

3038   debate-style arrangement.

3039   **English Learners**

3040   3.   *Students Who Are English Learners*

3041   a. English learners benefit from specific instruction concerning argumentation.

3042   b. English learners should be taught to avoid relying on such common slang words

3043   as *guy*, *kid*, *by the way*, and *stuff* as well as such general words as *thing*, *nice*,

3044   and *kind* in their writing.

3045   c. English learners will experience difficulty in paraphrasing because they lack

3046   depth of vocabulary. They should be taught how to incorporate quotations into

3047   their texts to support their arguments and to reference appropriately and

3048   correctly.

3049   d. Because students will present opposing views and explain why their view is

3050   better than that of others, they must be taught such grammatical structures as

3051   comparisons. Transitional devices (such as *first*, *second*, *to conclude*, and *in*

3052   *summary*) might also be taught.

3053   e. English learners should be encouraged to practice before giving an oral

3054   presentation and should be allowed to use a prop or visual that will aid them

3055   during their presentation.

3056   f. Teachers should provide corrective feedback consistently at the revising and

3057   editing stages to help English learners develop their English skills.

3058   g. Teachers must provide students with straightforward assessments of their

3059   proficiency in English at every stage of instruction so that students understand

3060   what they can do to improve.

3061   **Instructional Materials**

3062   Instructional materials should be provided in abundance for teachers to use with

3063   students who possess a broad range of abilities. Instead of presenting ideas for working

3064   with special-needs students in a sentence or two, for example, the instructional

3065   materials should provide many ready-to-go items for additional practice and instructional

3066   opportunities for English learners and students with learning difficulties. Similarly,

3067   several substantial resources or alternate assignments should be provided for high-

3068   performing students. Teachers cannot realistically be expected to invest long hours in

3069   finding or developing those resources.

Eighth Grade   English–Language Arts Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as

historical and literary context clues, to determine the meaning of specialized vocabulary

and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

1.1   Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative

        meanings of phrases.

1.2   Understand the most important points in the history of English language and use

        common word origins to determine the historical influences on English word

        meanings.

1.3   Use word meanings within the appropriate context and show ability to verify those

        meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and

connect the essential ideas, arguments, and perspectives of the text by using their

knowledge of text structure, organization, and purpose. The selections in

Recommended Literature: Kindergarten Through Grade Twelve (CDE, 2002) illustrate

the quality and complexity of the materials to be read by students. In addition, students

read one million words annually on their own, including a good representation of

3092   narrative and expository text (e.g., classic and contemporary literature, magazines,

3093   newspapers, online information).

3094   **Structural Features of Informational Materials**

3095   2.1 Compare and contrast the features and elements of consumer materials to gain

3096   meaning from documents (e.g., warranties, contracts, product information,

3097   instruction manuals).

3098   2.2 Analyze text that uses proposition and support patterns.

3099   **Comprehension and Analysis of Grade-Level-Appropriate Text**

3100   2.3 Find similarities and differences between texts in the treatment, scope, or

3101   organization of ideas.

3102   2.4 Compare the original text to a summary to determine whether the summary

3103   accurately captures the main ideas, includes critical details, and conveys the

3104   underlying meaning.

3105   2.5 Understand and explain the use of a complex mechanical device by following

3106   technical directions.

3107   2.6 Use information from a variety of consumer, workplace, and public documents to

3108   explain a situation or decision and to solve a problem.

3109   **Expository Critique**

3110   2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of

3111   text.

3112   **3.0 Literary Response and Analysis**

3113   Students read and respond to historically or culturally significant works of literature that

3114   reflect and enhance their studies of history and social science. They clarify the ideas

3115   and connect them to other literary works. The selections in *Recommended Literature:*

3116   *Kindergarten Through Grade Twelve* (CDE, 2002) illustrate the quality and complexity of

3117   the materials to be read by students.

3118   **Structural Features of Literature**

3119   3.1   Determine and articulate the relationship between the purposes and characteristics

3120   of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

3121   **Narrative Analysis of Grade-Level-Appropriate Text**

3122   3.2   Evaluate the structural elements of the plot (e.g., subplots, parallel episodes,

3123   climax), the plot's development, and the way in which conflicts are (or are not)

3124   addressed and resolved.

3125   3.3   Compare and contrast motivations and reactions of literary characters from

3126   different historical eras confronting similar situations or conflicts.

3127   3.4   Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone,

3128   and meaning of the text.

3129   3.5   Identify and analyze recurring themes (e.g., good versus evil) across traditional

3130   and contemporary works.

3131   3.6   Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that

3132   define a writer's style and use those elements to interpret the work.

3133   **Literary Criticism**

3134   3.7   Analyze a work of literature, showing how it reflects the heritage, traditions,

3135   attitudes, and beliefs of its author. (Biographical approach)

3136

3137

3138

3139 **Writing**

3140 **1.0 Writing Strategies**

3141 Students write clear, coherent, and focused essays. The writing exhibits students'

3142 awareness of audience and purpose. Essays contain formal introductions, supporting

3143 evidence, and conclusions. Students progress through the stages of the writing process

3144 as needed.

3145 **Organization and Focus**

3146 1.1 Create compositions that establish a controlling impression, have a coherent

3147   thesis, and end with a clear and well-supported conclusion.

3148 1.2 Establish coherence within and among paragraphs through effective transitions,

3149   parallel structures, and similar writing techniques.

3150 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions

3151   from authorities, comparisons, and similar devices.

3152 **Research and Technology**

3153 1.4 Plan and conduct multiple-step information searches by using computer networks

3154   and modems.

3155 1.5 Achieve an effective balance between researched information and original ideas.

3156 **Evaluation and Revision**

3157 1.6 Revise writing for word choice; appropriate organization; consistent point of view;

3158   and transitions between paragraphs, passages, and ideas.

3159 **2.0 Writing Applications (Genres and Their Characteristics)**

3160 Students write narrative, expository, persuasive, and descriptive essays of at least 500

3161 to 700 words in each genre. Student writing demonstrates a command of standard

3162 American English and the research, organizational, and drafting strategies outlined in

3163 Writing Standard 1.0.

3164 Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

3165 2.1 Write biographies, autobiographies, short stories, or narratives:

3166   a. Relate a clear, coherent incident, event, or situation by using well-chosen

3167   details.

3168   b. Reveal the significance of, or the writer's attitude about, the subject.

3169   c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific

3170   action, physical description, background description, comparison or contrast of

3171   characters).

3172 2.2 Write responses to literature:

3173   a. Exhibit careful reading and insight in their interpretations.

3174   b. Connect the student's own responses to the writer's techniques and to specific

3175   textual references.

3176   c. Draw supported inferences about the effects of a literary work on its audience.

3177   d. Support judgments through references to the text, other works, other authors, or

3178   to personal knowledge.

3179 2.3 Write research reports:

3180   a. Define a thesis.

3181   b. Record important ideas, concepts, and direct quotations from significant

3182   information sources and paraphrase and summarize all perspectives on the

3183   topic, as appropriate.

3184   c. Use a variety of primary and secondary sources and distinguish the nature and

3185   value of each.

3186   d. Organize and display information on charts, maps, and graphs.

3187   2.4   Write persuasive compositions:

3188   a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable

3189   judgment).

3190   b. Present detailed evidence, examples, and reasoning to support arguments,

3191   differentiating between facts and opinion.

3192   c. Provide details, reasons, and examples, arranging them effectively by

3193   anticipating and answering reader concerns and counterarguments.

3194   2.5   Write documents related to career development, including simple business letters

3195   and job applications:

3196   a. Present information purposefully and succinctly and meet the needs of the

3197   intended audience.

3198   b. Follow the conventional format for the type of document (e.g., letter of inquiry,

3199   memorandum).

3200   2.6   Write technical documents:

3201   a. Identify the sequence of activities needed to design a system, operate a tool, or

3202   explain the bylaws of an organization.

3203   b. Include all the factors and variables that need to be considered.

3204   c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

3205   **Written and Oral English Language Conventions**

3206   The standards for written and oral English language conventions have been placed

3207   between those for writing and for listening and speaking because these conventions are

3208   essential to both sets of skills.

3209   **1.0 Written and Oral English Language Conventions**

3210   Students write and speak with a command of standard English conventions appropriate

3211   to this grade level.

3212   **Sentence Structure**

3213   1.1   Use correct and varied sentence types and sentence openings to present a lively

3214   and effective personal style.

3215   1.2   Identify and use parallelism, including similar grammatical forms, in all written

3216   discourse to present items in a series and items juxtaposed for emphasis.

3217   1.3   Use subordination, coordination, apposition, and other devices to indicate clearly

3218   the relationship between ideas.

3219   **Grammar**

3220   1.4   Edit written manuscripts to ensure that correct grammar is used.

3221   **Punctuation and Capitalization**

3222   1.5   Use correct punctuation and capitalization.

3223   **Spelling**

3224   1.6   Use correct spelling conventions.

3225

3226

3227   **Listening and Speaking**

3228   **1.0 Listening and Speaking Strategies**

3229   Students deliver focused, coherent presentations that convey ideas clearly and relate to

3230   the background and interests of the audience. They evaluate the content of oral

3231   communication.

3232   **Comprehension**

3233   1.1   Analyze oral interpretations of literature, including language choice and delivery,

3234   and the effect of the interpretations on the listener.

3235   1.2   Paraphrase a speaker's purpose and point of view and ask relevant questions

3236   concerning the speaker's content, delivery, and purpose.

3237   **Organization and Delivery of Oral Communication**

3238   1.3   Organize information to achieve particular purposes by matching the message,

3239   vocabulary, voice modulation, expression, and tone to the audience and purpose.

3240   1.4   Prepare a speech outline based upon a chosen pattern of organization, which

3241   generally includes an introduction; transitions, previews, and summaries; a

3242   logically developed body; and an effective conclusion.

3243   1.5   Use precise language, action verbs, sensory details, appropriate and colorful

3244   modifiers, and the active rather than the passive voice in ways that enliven oral

3245   presentations.

3246   1.6   Use appropriate grammar, word choice, enunciation, and pace during formal

3247   presentations.

3248   1.7   Use audience feedback (e.g., verbal and nonverbal cues):

3249   a. Reconsider and modify the organizational structure or plan.

3250   b. Rearrange words and sentences to clarify the meaning.

3251   **Analysis and Evaluation of Oral and Media Communications**

3252   1.8   Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased

3253   material).

3254   1.9   Interpret and evaluate the various ways in which visual image makers (e.g.,

3255   graphic artists, illustrators, news photographers) communicate information and

3256   affect impressions and opinions.

3257   **2.0 Speaking Applications (Genres and Their Characteristics)**

3258   Students deliver well-organized formal presentations employing traditional rhetorical

3259   strategies (e.g., narration, exposition, persuasion, description). Student speaking

3260   demonstrates a command of standard American English and the organizational and

3261   delivery strategies outlined in Listening and Speaking Standard 1.0.

3262   Using the speaking strategies of grade eight outlined in Listening and Speaking

3263   Standard 1.0, students:

3264   2.1   Deliver narrative presentations

3265   (e.g., biographical, autobiographical):

3266   a. Relate a clear, coherent incident, event, or situation by using well-chosen

3267   details.

3268   b. Reveal the significance of, and the subject's attitude about, the incident, event,

3269   or situation.

3270   c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific

3271   action, physical description, background description, comparison or contrast of

3272   characters).

3273   2.2   Deliver oral responses to literature:

3274   a. Interpret a reading and provide insight.

3275   b. Connect the students' own responses to the writer's techniques and to specific

3276   textual references.

3277   c. Draw supported inferences about the effects of a literary work on its audience.

3278   d. Support judgments through references to the text, other works, other authors, or

3279   personal knowledge.

3280   2.3   Deliver research presentations:

3281   a. Define a thesis.

3282   b. Record important ideas, concepts, and direct quotations from significant

3283   information sources and paraphrase and summarize all relevant perspectives on

3284   the topic, as appropriate.

3285   c. Use a variety of primary and secondary sources and distinguish the nature and

3286   value of each.

3287   d. Organize and record information on charts, maps, and graphs.

3288   2.4   Deliver persuasive presentations:

3289   a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable

3290   judgment).

3291   b. Differentiate fact from opinion and support arguments with detailed evidence,

3292   examples, and reasoning.

3293   c. Anticipate and answer listener concerns and counter arguments effectively

3294   through the inclusion and arrangement of details, reasons, examples, and other

3295   elements.

3296   d. Maintain a reasonable tone.

3297   2.5   Recite poems (of four to six stanzas), sections of speeches, or dramatic

3298   soliloquies, using voice modulation, tone, and gestures expressively to enhance

3299   the meaning.

3300   **Curriculum Content**
3301   To support the teaching of the technical skills of reading, effective instructional
3302   programs for grades four through eight include the elements listed below. These
3303   elements are presented in an explicit, sequential, linguistically logical, and systematic
3304   manner:

		Foundation Elements: Grades Four through Eight	Grade Level
1		**Phonemic Awareness**	
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	
	b.	Phoneme blending	
	c.	Phoneme segmentation	
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	
2		**Phonological Awareness**	
	a.	Recognizing words in sentences	
	b.	Segmenting words into syllables	
	c.	Detecting rhymes	
	d.	Blending onset/rime	
3		**Phonics**	
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching	
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	
4		**Decoding and Word Recognition (Attack) Skills**	
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	
	b.	Sight word reading	
	c.	Blending single and multisyllabic words	
	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	4-8

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		Foundation Elements: Grades Four through Eight	Grade Level
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	4-8
	f.	Vowel diphthongs and r- and l- controlled vowels	4-8
	g.	Advanced syllable patterns in multisyllabic words	4-8
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	4-8
5	**Oral Reading Fluency**		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	4-8
6	**Spelling**		
	a.	Consonant spellings	
	b.	Short vowels	
	c.	Long vowels	
	d.	Orthographic generalizations (rules)	
	e.	Morphemes (prefixes, suffixes, base words and roots)	4-8
7	**Vocabulary**		
	a.	Oral vocabulary development	
	b.	Suffixes and prefixes	
	c.	Word families	
	d.	Base words and their derivatives	4-7
	e.	Root words and word origins	4-8
	f.	Context meanings	4-8
	g.	Antonyms and synonyms	4-8
	h.	Metaphors, similes, analogies, and idioms	4-8
	i.	Academic vocabulary	4-8
8	**Comprehension Skills**		
	a.	Main idea and details	4-8
	b.	Author's point of view	4-8
	c.	Sequencing	4-8

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		Foundation Elements: Grades Four through Eight	Grade Level
	d.	Classifying and categorizing	4-8
	e.	Making inferences	4-8
	f.	Compare and contrast	4-8
	g.	Cause and effect	4-8
	h.	Author's purpose	4-8
9		**Literary Response and Analysis**	
	a.	Distinguish, identify, and comprehend a variety of genre.	
	b.	Identify narrative characteristics of plot, setting, and characters.	
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	
	d.	Recognize and analyze underlying or recurring themes in narrative text.	4-8
	e.	Recognize characteristics and different forms of poetry.	4-8
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-8
	g.	Clarify ideas and making connections between literary works.	5-8
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-8
	i.	Determine the credibility of the characterization and degree of realism.	5-8
	j.	Analyze a range of responses to literary works.	5-8
	k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	8

3305   **Curriculum Content**

3306   To support the teaching of the technical skills of reading in grades four through eight,

3307   effective intensive intervention instructional programs include the elements listed below.

3308   These elements are presented in an explicit, sequential, linguistically logical, and

3309   systematic manner:

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		Foundation Elements: Intensive Intervention Grades Four through Eight	Skill Grade Level
1		**Phonemic Awareness**	
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b.	Phoneme blending	K-1
	c.	Phoneme segmentation	K-3
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	1-3
2		**Phonological Awareness**	
	a.	Recognizing words in sentences	K
	b.	Segmenting words into syllables	K-1
	c.	Detecting rhymes	K-2
	d.	Blending onset/rime	K-1
3		**Phonics**	
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching, grades K-1	K-1
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4		**Decoding and Word Recognition (Attack) Skills**	
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b.	Sight word reading	K-2
	c.	Blending single and multisyllabic words	1-3

		Foundation Elements: Intensive Intervention Grades Four through Eight	Skill Grade Level
	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	1-6
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	1-6
	f.	Vowel diphthongs and r- and l- controlled vowels	1-6
	g.	Advanced syllable patterns in multisyllabic words	2-6
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	2-6
5	**Oral Reading Fluency**		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	1-6
6	**Spelling**		
	a.	Consonant spellings	1-3
	b.	Short vowels	K-1
	c.	Long vowels	1-3
	d.	Orthographic generalizations (rules)	1-3
	e.	Morphemes (prefixes, suffixes, base words and roots)	3-6
7	**Vocabulary**		
	a.	Oral vocabulary development	K-3
	b.	Suffixes and prefixes	2-3
	c.	Word families	1-2
	d.	Base words and their derivatives	2-6
	e.	Root words and word origins	3-6
	f.	Context meanings	1-6
	g.	Antonyms and synonyms	2-6
	h.	Metaphors, similes, analogies, and idioms	4-6
	i.	Academic vocabulary	K-6

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		Foundation Elements: Intensive Intervention Grades Four through Eight	Skill Grade Level
8		**Comprehension Skills**	
	a.	Main idea and details	1-6
	b.	Author's point of view	1-6
	c.	Sequencing	1-6
	d.	Classifying and categorizing	K-6
	e.	Making inferences	1-6
	f.	Compare and contrast	2-6
	g.	Cause and effect	1-6
	h.	Author's purpose	1-6
9		**Literary Response and Analysis**	
	a.	Distinguish, identify, and comprehend a variety of genre.	K-3
	b.	Identify narrative characteristics of plot, setting, and characters.	K-3
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	2-4
	d.	Recognize and analyze underlying or recurring themes in narrative text.	2-6
	e.	Recognize characteristics and different forms of poetry.	2-6
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-6
	g.	Clarify ideas and making connections between literary works.	5-6
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-6
	i.	Determine the credibility of the characterization and degree of realism.	5-6
	j.	Analyze a range of responses to literary works.	5-6
	k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	N/A

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